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Abstracts of 166 documents containing information on programs for preparing teachers to teach in an open society are synthesized and presented in this bibliography. The abstracts appeared in RESEARCH IN EDUCATION prior to the inception of the Educational Resources Information Center's Clearinghouse on Teacher Education. Part 1 presents summaries of the abstracted documents classified in subject areas: preparing for school integration, preparing to teach minority groups, preparing to teach the urban disadvantaged, teaching adult education to disadvantaged populations, teaching Spanish-speaking pupils, teaching standard English to speakers of other dialects, teaching English as a second language, teaching reading in secondary schools, teaching rural youth, teaching migrants, teaching superior students, and preparing to teach in college. The annotated bibliography appears as Part 2. (SM)

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ERIC

EDUCATIONAL RESOURCES INFORMATION CENTER

Clearinghouse
on teacher
education

WASHINGTON, D. C.

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PREPARING SCHOOL PERSONNEL FOR AN OPEN SOCIETY

A GUIDE TO SELECTED DOCUMENTS IN THE ERIC COLLECTION, 1966-1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Sponsors:
American Association of Colleges for Teacher Education; National Commission on Teacher Education and Professional Standards, National Education Association; and Association for Student Teaching, a department of NEA

May 1969

PREFACE

The Advisory and Policy Council of the ERIC Clearinghouse on Teacher Education has identified a number of areas of priority concern in teacher education. Among these priorities are the kinds of preparation programs which enable teachers to serve the special educational needs of all the people.

The ERIC abstract journal, Research in Education, has been published monthly since November 1966. However, the first contribution of abstracts made by the Clearinghouse on Teacher Education did not appear until the January 1969 issue. The substantial time difference between the inception of Research in Education and of our Clearinghouse indicated a need to determine the state of relevant information available at the time of our entry in the ERIC family of clearinghouses.

This guide is one result of our efforts to learn the nature and amount of information related to teacher education available to users in Research in Education through the December 1968 issue. A comprehensive search through all issues of Research in Education yielded 168 abstracts related to preparing school personnel for an open society. These abstracts were classified according to the list on page 4, and a brief summary of the abstracts in each category was produced.

The resulting guide to selected documents in the ERIC Collection is offered as a useful historical tool. The Clearinghouse staff urges readers of this guide to bring their searches up to date by using current issues of our Clearinghouse's publications as well as the January 1969 and later issues of Research in Education.

Joel L. Burdin, Director

May 1969

ABOUT ERIC

The Educational Resources Information Center (ERIC) clearinghouses form a nation-wide information system established by the U.S. Office of Education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the nineteen clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--The National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association; The American Association of Colleges for Teacher Education (AACTE), which serves as fiscal agent; and the Association for Student Teaching (AST), a department of NEA. It is located at 1156 Fifteenth Street, N.W., Washington, D.C. 20005

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

HOW TO USE THIS GUIDE

This guide contains abstracts of documents selected on the basis of relevance to preparing school personnel for an open society. The abstracts appear in order by document number in Part II, beginning on page 13. Each abstract is preceded by bibliographic information and an availability notation. The key to the guide is Part I, which presents summaries of the abstracts in each of the 12 categories of the Classification, page 4. The Classification gives the page on which a summary of abstracts on each topic begins. After reading the summary, the searcher may turn to the abstracts in Part II identified in the summary by document number.

The reader wishing to obtain documents abstracted in this guide will find that each abstract is preceded by an availability notation. Abstracts of documents available through ERIC bear the notation, "Price:" followed by the form, "MF $0.00 HC $0.00". The amount following "MF" is the price for a copy of the entire document in microfiche, a form requiring special reading equipment. The amount following "HC" is the price for a "hard" or paper copy of the document. Hard copy amounts reflect the new EDRS prices in effect after January 1969. Orders for documents available through ERIC must be mailed to:

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PART I

SUMMARIES

Preparing for School Integration

One article discusses the teacher as a professional worker as he relates to various aspects of integration (ED 020965). An analysis of attitudes and types of individuals found among school personnel indicates the minorities as equals and as participants in shaping the activities of the school (ED 002091). To aid in school desegregation, schools must revise discriminatory personnel assignment policies and work towards bringing educational excellence to existing segregated schools (ED 020992).

A review of aspects of school integration in the South points up the need for information about student and teacher attitudes in segregated and desegregated schools and training for teaching the disadvantaged (ED 021012). A set of guiding principles for eliminating racial segregation includes preservice and inservice training for all concerned with the schools (ED 021005).

Two summer institutes to facilitate faculty and school integration included practical experience in integrated situations (ED 017598 and ED 019347). An inservice training program to strengthen interracial understandings was held for administrative, supervisory, and instructional personnel (ED 020997). One institute was intended to provide sponsors of extracurricular activities with skills and understandings to better handle integrated situations (ED 013249).

One city describes progress towards quality integrated education including integration of school staff, and preservice and inservice activities (ED 016017). One program designed to prepare Negro students for integration at the junior high school level included an inservice teacher workshop (ED 013140).

Preparing to Teach Minority Groups (General)

In one paper, five panelists emphasize the need for teachers (1) to understand diverse cultures and value systems, (2) to have direct contact with minority groups, (3) to provide education based on experiences of the child, (4) to foster the self-concept of the child, and (5) to develop diagnostic skills (ED 012735). An outline of a syllabus for a course in understanding basic factors in human growth and development aimed to increase understanding of behavior that was difficult to explain in ordinary, common-sense terms (ED 001512).

Although teachers need adequate preservice training in human relations, a survey found that professors did not emphasize this in their courses (ED 001519). A survey of secondary school teachers substantiated the above finding by indicating that because college courses neglect the teaching of human relations information, secondary school teachers are inadequately prepared to deal with situations that arise in the classroom (ED 002001).

One paper enumerates suggested structural changes in schools and stresses the need for new outlooks on the part of school administrators. This outlook will have a positive effect on student attrition rate (ED 001676). An article on cross-cultural approaches to behavior and learning emphasizes the need for staff acceptance of alien subcultures and recognition and reward of nonverbal achievement (ED 010781). A cultural approach to the training of teachers for minority groups combined the principles of anthropology and education (ED 012285).

A survey of the social origins of education students showed a trend for a lower supply from labor origins indicating a need for behavioral science training to improve communication across social class lines (ED 012292). In a discussion of problems regarding the teaching of low-income children, it was suggested that a new system of teaching be developed to include more sociology and anthropology (ED 001053). A hypothetical model of the successful teacher of disadvantaged pupils was constructed; achievement of this model can be aided through special selection of teacher candidates and new courses and laboratory experiences (ED 001425).

Evaluation of a project in one city stresses the need for courses on the culture and background of various ethnic groups as well as preservice and inservice education on techniques and materials for the disadvantaged (ED 001455).

A study to determine differences in inner-city, suburban, and rural education found that achievement differed predictably and that inner-city pupil attitudes were negative; suburban, positive; and rural, passive (ED 012710). A study on attitudes of community members and school personnel found that all perceived the Anglo child as most capable of achieving desirable goals (ED 015033).

One report assesses the educational opportunity offered by school systems serving two multicultural communities (ED 015795). One state describes programs and services to help thos of Indian, Spanish, and Mexican extraction and the agricultural migrants (ED 017385). One program designed to raise the achievement level of Negroes and Mexicans included an inservice program for teachers (ED 001472). Another program used a laboratory school to provide experiences for teachers working with lower-class groups and a reading center to develop skills for moderately retarded classes (ED 001071). A study of a Kwakiutl Indian Village in British Columbia discusses the role of the teacher and the educational system (ED 020820).

Preparing to Teach the Urban Disadvantaged

Training of teachers. Underlying virtually all programs to improve the education of the disadvantaged is the belief that different and additional teacher training is necessary. However, one paper cites evidence to dispute the belief that more teacher education automatically leads to greater pupil achievement and suggests that what is needed is a complete restructuring of the educational and social environment of the child (ED 015152).

Two bibliographies list references related to the training of teachers for disadvantaged children and youth (ED 011907 and ED 012189).

Almost all undergraduate, graduate, and inservice training programs for teachers of the urban disadvantaged stress the following: 1) an interdisciplinary approach to the academic aspects of the training, 2) laboratory experiences with disadvantaged children in team settings, 3) experiences in the community, 4) understanding of cultural patterns and values, 5) increased sensitivity to the needs and values of others so as to improve communication between teacher and child, 6) revision of the curriculum and development and testing of new materials, 7) individualized instruction, 8) flexibility on the part of the teacher to meet varying styles of learning, 9) on-site courses in methods and theory. (Preservice undergraduate programs: ED 001631, ED 001643, ED 001675, ED 002463, ED 011009, ED 011027, ED 012253, ED 013282, ED 014457, ED 014459, ED 014460, and ED 021015.) Preservice graduate programs: ED 002117, ED 013229, and ED 018484. Inservice programs: ED 001533, ED 001537, ED 001548, ED 001634, ED 001653, ED 001723, ED 001725, ED 010161, ED 011018, ED 011275, ED 013094, ED 013265, ED 014504, ED 015143, ED 015151, ED 015881, ED 016020, ED 016740, ED 016834, ED 017596, ED 020272, ED 020840, and ED 020951.)

In one preservice program, joint teaching, joint appointments and joint course development between the academic departments and the school of education was used in the foundations area (ED 014458). In another program, students spent 10 weeks living in a low-income situation and holding a low-paying job (ED 019506). Sixty disadvantaged high school graduates are being trained to teach in slum schools and to serve as role models (ED 019309).

One article discusses the purposes of the state-supported lab schools since so many education students will be teaching disadvantaged pupils in ghetto schools (ED 021014). A survey of 10 major teacher training institutions indicates the need for teacher educators to improve their knowledge of and attitudes toward disadvantaged youth and makes other recommendations (ED 015980).

Several papers deal with National Teacher Corps programs. Two are descriptions of local programs (ED 013795 and ED 020982). One study on the effectiveness of National Teacher Corps interns found that they positively affected the children's language and self-concept and improved their readiness for first grade and that they exhibited attitudes associated with effective teaching (ED 019110). Another study found that interns with less than one year of poverty area experience scored significantly higher in ratings on performance in the program than did those with more experience in a poverty area (ED 011523).

A motion picture was produced for the inservice training of teachers in problems of human relations (ED 013277). One program trained teachers to provide professional clinical and guidance services to disadvantaged nonpublic school pupils (ED 011019).

Specific training for teachers of secondary students often focuses on helping youth to prepare for employment (ED 001730, ED 002454, ED 011022, ED 011060 and ED 013769).

Specific education programs. Descriptions of compensatory education programs invariably include some type of training for teachers and for teacher aides and/or assistants (ED 001598, ED 001760, ED 013852, ED 014524, ED 016695, ED 016749, ED 016750, ED 016758, ED 017580, ED 017589, ED 020988, and ED 021016). Three programs discuss the training of parents for various roles (ED 001563, ED 001568, and ED 017339) including the instruction of their own children (ED 017339). One report on a symposium discusses the training of tutors (ED 002536).

Characteristics of the disadvantaged. Several articles discuss characteristics of the disadvantaged learner in an effort to help teachers meet the needs of these youngsters (ED 001569, ED 001682, ED 002158, ED 002360, ED 002444, ED 002546, ED 012192, and ED 013777). One paper presents a description of the hypothetical successful teacher (ED 002360) while several give recommendations for recruitment and preparation of teachers (ED 002360, ED 002444 and ED 002546).

General statements. Several papers report the proceedings of conferences concerned with the education of the disadvantaged and the training of teachers for disadvantaged students (ED 012738, ED 014452, ED 016713, ED 018454, and ED 019354). A survey reports reasons for high teacher turnover in schools serving disadvantaged populations and offers suggestions for improvement (ED 020228). Attitudes of teachers and students toward their experiences in ghetto schools are described (ED 020962), while another paper stresses the importance of emphasizing the positive aspects of teaching in inner-city schools (ED 020961).

Other papers discuss ways of attracting and retaining qualified teachers (ED 001652), the need for providing outstanding teachers for depressed areas (ED 002530), the concept of culture or reality shock from the teacher's point of view (ED 012734); social origins, attitudes, preparation, and minority-group status of teachers in big city schools (ED 013268); the state of secondary education including the need to revise current teacher placement policies and the need for specialized training for teachers of the disadvantaged (ED 020991) and changes in American education during the last 15 years (ED 020976).

Research. A study on the use of a teacher-assistant found that this provided a richer environment and curriculum leading to a gain in language proficiency for the culturally deprived kindergartener (ED 010907). A study of Head Start programs found that children adopt teachers' values when they are rewarded by a warm teacher response (ED 010782). In a study on communication between secondary school teachers and disadvantaged youth, it was suggested that low-status pupils value leadership more than do high-status pupils and should be given opportunities to assume leadership positions (ED 010181). In a study on the role and functions of professional leaders of home economics education, disagreement existed concerning the role of the leader, and continued inservice education is suggested in addition to preparing preservice teachers to cope with socio-economic differences (ED 016833). The single most important element in the success of compensatory education programs was the quality of the instruction by teachers who felt empathy for the disadvantaged (ED 016723).

An analysis of trends in early childhood and elementary school programs includes the increased sensitivity of teachers to the cultural backgrounds and personal needs of their students (ED 016697). Examination of school programs led to a functional model for developing relevant content for disadvantaged children and the suggestion that teachers who have potential as change agents be selected for training (ED 015221). A study of one urban school system includes recommendations for better racial balance of students and faculties and suggests that principals and teachers be responsible for curriculum revision for their individual schools (ED 013288). A review of research on the education of the disadvantaged indicates a failure of teacher education programs to teach skills of behavioral analysis or to provide the means for understanding the disadvantaged child (ED 012737). Another article discusses the literature on urban education (ED 001789).

Three studies were made on racial attitudes and perception as factors in teacher education (ED 001733). One paper describes possible research studies that could be made on a teacher training program for inner-city schools (ED 013771).

Teaching Adult Education to Disadvantaged Populations

ED 012866 is a syllabus covering all aspects of the training of teachers for adult basic education, and a description of an institute to train administrators and teachers of adult basic education appears in ED 012878.

One program trained professional and non-professional aides to teach low-income homemakers how to prepare nutritionally balanced, low-cost meals (ED 020994). An analysis of three different adult education programs for the training of civil rights and community leaders in the South found that two of the three have potential use as models (ED 011058).

A study of the training and employment of teachers for adult literacy work and community education in various countries indicates the need for increased number of literacy and adult education specialists (ED 011988). One study reports on the development of a procedure to examine the role of attitude and attitude change between basic literacy teachers and their adult students (ED 011631).

Teaching Spanish-Speaking Pupils

One project recruited persons of Puerto Rican extraction for training to improve the ethnic composition of school staffs (ED 010775). A report of a summer institute describes the training offered teachers of foreign languages and teachers of children of Puerto Rican origin (ED 010933).

A state report on progress in the field of bilingual education includes programs for training teachers (ED 017388). One paper describes the type of training teachers need (preservice and inservice) in order to effectively teach Mexican American students (ED 018297). One study describes characteristics of the rural Mexican-American student in California (ED 020845).

One report describes a program which trains 5th and 6th grade students to tutor 1st grade Mexican Americans (ED 017365). A study using a questionnaire in the elementary school offers some recommendations for testing Mexican-American students (ED 011608).

Teaching Standard English to Speakers of Other Dialects

ED 012906 describes 36 dialect studies including research on teaching methods for speakers of certain dialects.

Teaching English as a Second Language

Three surveys report on the teaching of English as a second language. One, taken in the United States, includes recommendations on teacher preparation (ED 013447). Another, on the teaching of English to French-speaking Canadian secondary students, recommends the establishment of a teacher-training institute to provide a course in methods and techniques (ED 012902). A third survey, on the teaching of English to American Indians, examines the performance, preparation, recruitment, and retraining of teachers (ED 014727).

One paper discusses the basic tenets of teaching English grammar to nonnative speakers (ED 012438), while another presents methodology and materials used in one program to teach English literature to foreign college students (ED 012439).

In one public school system enrolling Indian pupils, a continuous, interdisciplinary teacher orientation program has been established (ED 016554). One state has developed several approaches to compensate for the shortage of qualified teachers for bilingual students including the use of trained native speakers and teacher aides (ED 017389).

Teaching Reading in Secondary Schools

An eight-week NDEA Institute for Advanced Study in Reading for teams of secondary principals and teachers is evaluated (ED 020074).

Teaching Rural Youth

A bibliography covering works published during the period from 1960 to 1967 emphasizes the preparation of teachers for rural disadvantaged (ED 020062).

A paper on the problems posed by the migration of rural people to urban areas discusses the role of the teacher and the school (ED 020811).

A report on 10 projects attempting to improve the teaching-learning process in small schools found that the nongraded school, team teaching, teacher aides, and individualized instruction hold the most promise (ED 015067).

Teaching Migrants

Three reports on two states' education programs for migrant children describe inservice training programs ED 017359, ED 020831, and ED 020848). One program included bilingual teacher aides (ED 017359 and ED 020831). The other program ran summer workshops for teachers as well as year-round inservice for teacher aides (ED 020848)

A proposed five-year program includes inservice education for teachers (ED 020253).

Teaching Superior Students

A report on five years' activities in 62 pilot high schools includes a discussion of the selection and preparation of teachers for work with superior and talented secondary school students (ED 018026).

Preparing to Teach in College

Described is a program to train personnel in college reading and educational skills (ED 013721).

PART II

ABSTRACTS

ED 001053 Hannah, Arlene; Riessman, Frank
TEACHERS OF THE POOR. New York, N.Y.: Mobilization for Youth, Inc., May 1964. 8 p.
Price: MF $0.25 HC $0.50

The problems regarding the teaching of low-income children were presented. Formerly, white, Protestant, middle-class norms were forced upon these children, and the teacher who attempted to teach them came ill-prepared for the task. Such innovations as crash remedial courses, pre-school programs, and increased guidance services were effective, but the answer lay in the education of young teachers. The beginning of such education should take place in the teacher-training institutions. A new system of teaching geared to low-income children should be developed that would include more sociology and anthropology. Student teachers should be provided with community field trips, home visits, and student teaching in a variety of situations. They should become well acquainted with the attitudes of low-income pupils. The teacher's education should also include a development of style which would help her have more effective rapport with the class. She should develop a style through the use of role-playing and should practice before she actually enters a classroom to teach.

ED 001071
SYNOPSIS OF SELECTED PROGRAMS, FISCAL YEAR 1965-1966. New York, N.Y.: Mobilization for Youth, Inc., June 1965. 19 p.
Price: MF $0.25 HC $1.05

The laboratory school provided experiences for teachers working with lower-class groups and encouraged the use of local facilities for research and experimentation. A staff of fifteen, operates a curriculum center to aid school personnel in curriculum planning and material procurement. In addition the center produces instructional units and teacher guides with assisting materials. A reading center seeks to develop teaching skills of teachers in moderately retarded classes. A reading clinic attempts to locate and develop techniques and materials to be used in elementary and junior high schools. Enriched educational experiences are provided for 117 pre-kindergarten through first grade children. Elementary school pupils are helped in after-school homework sessions using paid high school students as tutors. Absenteeism is reduced by special guidance counselors who seek out the causes of absenteeism. Summer help for children retarded in their school work is given in classes, reading clinics and tutorial help. A projected program would seek to motivate students through special counselors, teaching services, Saturday and after-school enrichment programs, trips, scholarships, parent workshops, and motivational training classes. A demonstration pre-school program for a racially, economically, and linguistically mixed group is to be set up. It will use the Montessori method of instruction.

ED 001425 Goldberg, Miriam L.
ADAPTING TEACHER STYLE TO PUPIL DIFFERENCES: TEACHERS FOR DISADVANTAGED CHILDREN. New York, N.Y.: Horace Mann-Lincoln Institute, Urban Education Project, March 1963. 19 p.
Price: MF $0.25 HC $1.05

Two assumptions underlie this paper. 1) A pupil's learning is, in large measure, a function of the kind of teaching to which he is exposed. 2) A variety of "good" teachers differentially suited by temperament and training is needed to teach different groups of students. Studies of teacher performance made the categorizing of teacher style imperative. Style should be categorized according to work orientation, social relations orientation, and personal orientation. Verbal behavior should also be categorized. Teachers and students should be matched; not every teacher is good for every student. A hypothetical model of the successful teacher of disadvantaged pupils was constructed. He must respect his pupils; he must view sympathetically the alien culture of his students; he should be aware of the family structure, and the ethnic group and language of his pupils; he should understand how a child's abilities are assessed; he should make the pupils think he can produce; he should be a showman and try a great variety of strategies. Though one person cannot completely achieve this model, teachers can be aided through new courses, laboratory experiences, and special selection. A bibliography is included.

ED 001455
PILOT PROJECT IN COMPENSATORY EDUCATION: FINAL REPORT, 1965. Fresno City, Calif.: Fresno City Unified School District, Compensatory Education Program, June 1965. 105 p.
Price: MF $0.50 HC $5.35

West Fresno was a typical depressed urban area with housing and economic problems. Added to these were certain social frictions between the two minority groups of the areas, Negroes and Mexicans. The objectives of Fresno's pilot McAteer Project were 1) to develop an inservice program promoting teacher understanding of the culturally diverse child; 2) to organize a citizens' advisory committee to help find solutions to school problems; 3) to extend socio-psychological services; 4) to establish a parent cooperative nursery providing needed experiences for preschool children and parent education on the cultural, physical and emotional needs of pre-school children; 5) to encourage school and parent sponsored activities for cultural enrichment, such as field trips, concerts, and speakers; 6) to provide study hall facilities and tutoring services in the evenings; 7) to extend parent education to meet the specific needs of in-migrant parents; and 8) to involve the Fresno State College and the many service organizations of the area in this effort. Evaluation included both subjective and objective data. Pre- and posttesting, and control and experimental groups were used with some programs. Parent, teacher and students noted changes in attitude, attendance, citizenship, and self-image of the underachievers. Data collected supported the idea of a pre-school. Parent education should be expanded, particularly at the pre-school level, including information on health services. Individual and group counseling was essential to a compensatory program, as were field trips. More emphasis should be placed on reading in the primary grades. It was essential that institutions of higher learning be used to promote research, preservice and in-service education, new techniques, and materials for the disadvantaged. Courses on the culture and background of various ethnic groups should be offered throughout the curriculum. Citizens of the community could give a helping hand to potential dropouts.

ED 001472
COMPENSATORY EDUCATIONAL EVALUATION BOOKLET FOR 1964-1965. Fresno, Calif.: Fresno City Unified School District, Compensatory Education Program, 1965. 83 p.
Price: MF $0.50 HC $4.25

West Fresno, a depressed urban area with housing and economic problems, had certain social frictions between the two minority groups of the area, Negroes and Mexicans. One of the strengths of the neighborhood was the concern of some parents and lay groups for the youth and their problems. A breakthrough project was proposed for six elementary schools, one junior and one senior high school. The dropout rate was high and reading levels in all grades were low. In order to raise the achievement level and the educational and vocational expectancy of the West Side, the proposal aimed 1) to develop an inservice program to help teachers understand the culturally diverse child, his parents and the community; 2) to organize a citizens advisory committee to help find solutions to school problems; 3) to extend socio-psychological services; 4) to establish a parent-cooperative nursery school providing needed experiences for pre-school children and parent education on the cultural, physical, emotional needs of pre-school children; 5) to encourage school- and parent-sponsored activities for cultural enrichment such as field trips, concerts, and speakers; 6) to provide study hall facilities and tutoring services in the evenings; 7) to extend parent education to meet the specific needs of in-migrant parents; and 8) to involve Fresno State College and the many service organizations of the area in this effort. Evaluations and procedures for each of the programs developed in this project were described. Junior high school participation included helping with the pre-school and taking field trips. The inservice teacher education program emphasized curriculum development, and participation in training meetings and out-of-district workshops. A reading program and a big brother program involving citizens were also undertaken.

ED 001512 Merle, Sherman
UNDERSTANDING BASIC FACTORS IN HUMAN GROWTH AND DEVELOPMENT. Boston, Mass.: Law-Medicine Institute, September 1964. 22 p.
Price: MF $0.25 HC $1.20

The outline was one of a number of syllabi for training projects under the auspices of the Training Center in Youth Development; the course provided fundamental information, which would sharpen trainees' powers of observation and stimulate desire for further study and exploration. The central aim was to help the participants augment their understanding of behavior that was difficult to explain in ordinary, common-sense terms. The sessions included 1) an introductory session; 2) the basic theme and concepts of the course; 3) the application of concepts; 4) the developmental period of infancy; 5) the consequences of maternal deprivation; 6) the developmental period of the toddler; 7) the socio-cultural components in child-rearing practices; 8) the developmental period of readiness for school; 9) the developmental period of Latency I, which includes such major tasks as socialization and learning, both formal and informal; 10) the developmental period of Latency II, which is sometimes an emotionally troubled time; and 11) the developmental period of adolescence.

ED 001519
TEACHER EDUCATION FOR HUMAN RELATIONS IN THE CLASSROOM. A Report from 1108 College Professors. Chicago, Ill.: North Central Association of Colleges and Secondary Schools, Teacher Education Committee of Commission on Research and Service. 26 p.
Price: MF $0.25 HC $1.40

Because good relationships between the home, school and community are so essential to full pupil development, it is necessary that the teacher have adequate pre-service training in human relations. It was found from a survey of North Central Association of Colleges that professors generally did not give strong emphasis to human relations in their courses, and considerably less exmphasis was given to problems of intergroup relations than to interpersonal relations. Professors did not perceive omissions in the college pre-service program for teachers, although administrators who later worked with these teachers did perceive omissions. Human relations cannot be best taught in a single course, seminar, or workshop; rather, it needs to permeate an entire institution. Each institution should hold discussions among its faculty to encourage them to re-evaluate their teaching activities in the light of human relations. Students should be questioned about their attitudes, textbooks should be reviewed for truthfulness. New ways of imparting information, changing attitudes, and of developing values should be developed.

ED 001533
THE HARVARD-BOSTON SUMMER PROGRAM IN URBAN EDUCATION, 1965.
Boston, Mass.: Harvard-Boston Summer Program in Urban Education, 1965. 8 p.
Price: MF $0.25 HC $0.50

The program offers experienced school personnel a chance for supervised inquiry and experience in the fields of instruction, supervision, administration, and guidance, with emphasis on the special problems of urban schools. The program hopes to examine various problems of curriculum development, teaching procedure, school and staff organization, and in-service staff development. Two types of participants will be participating in the program. A group of elementary school students will attend morning classes and afternoon recreation activities. A second group, composed of adults, will plan, teach and observe the children's classes in the morning and attend graduate work classes during the afternoon. The adults will be able to engage in supervised curriculum planning and teaching under clinical conditions. They will be urged to pay more attention to teaching pupils how to acquire, interpret, evaluate, and communicate knowledge. The program will allow its adult students to explore the human differences found in urban schools. Team teaching will allow student teachers to learn problems of leadership. Besides the practicum activities for teachers, administrators and guidance counselors, afternoon seminars will be held in guidance, and in the teaching-learning process. Graduate credits will be given for completed work.

ED 001537
TRAINING PROGRAM IN PROJECT BEACON FOR THE PREPARATION OF PRE-SERVICE AND IN-SERVICE PERSONNEL WORK IN SOCIALLY DISADVANTAGED COMMUNITY SCHOOLS. New York, N.Y.: Yeshiva University, Graduate School of Education, January 1963. 137 p.
Price: MF $0.75 HC $6.95

Project Beacon's training programs were for the preparation of pre-service and in-service personnel to work in socially disadvantaged community schools. Those involved were teachers of regular and special classes, administrators and supervisors, guidance specialists, therapeutic educators, school psychologists, and educational psychologists. The characteristics and needs of learners in socially and culturally disadvantaged communities were presented. Included were styles and modes of perceptual habitation, utilization of abstract symbols, and degree of direction of motivation. Also discussed was the problem of conventional teacher training programs as to their adequacy to prepare educational personnel to work with disadvantaged children. Implications of characteristics and needs of learners in socially and culturally disadvantaged communities involved the areas of home, school, and community analysis, child appraisal, and psycho-educational processes. Included were two illustrative outlines on the history of educational thought and educational psychology in addition to outlines of training programs in the departments of curriculum and instruction, special education, educational psychology, and guidance. A bibliography accompanies the text.

ED 001548
THE WORLD OF EDUCATION AND THE BOARD OF EDUCATION CITY OF NEW YORK.
New York, N.Y.: Mobilization for Youth, Inc., March 1964. 21 p.
Price: MF $0.25 HC $1.15

The following programs are being developed for the prevention and control of juvenile delinquency through expanding opportunities. In-service training courses are designed to improve understanding of disadvantaged groups and to increase the effectiveness of their teaching programs. Training is offered in laboratory schools to test new materials and to allow graduate students to train through participation in urban classrooms and in social work. A Curriculum Center provides assistance to local schools by aiding in planning and developing curriculum and locating materials. The Center also maintains a fairly extensive collection of materials and books for teacher and pupil use. Special teachers teach corrective reading in elementary and junior high school reading clinics. Homework helper programs are operated in eleven after-school centers. Enrichment practices are used in kindergarten. Four classes for four-year-olds have been started. Attendance programs are aimed at helping potential truants with their problems to avoid excessive absenteeism. Social workers work in conjunction with Mobilization for Youth efforts in conducting workshops in family and school relations. Educational guidance and tutoring services are provided for dropouts in World of Work and for youths desiring to return to school. Efforts are made to coordinate the various activities and committees by increased communication in regularly scheduled conferences.

ED 001563
PRE-SCHOOL PARENT SCALE PROGRAM. Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project, 1965. 11 p.
Price: MF $0.25 HC $0.65

The goals of the program are 1) to improve school-home communication, 2) to mediate the child's transition to school, 3) to provide more adult contacts, 4) to give parents new knowledge of child development and new ideas of ways for working with their own children, and 5) to relieve the teacher of some non-teaching activities. The parents who participate should be indigenous to the area, show interest in the program, and be in good physical and emotional health. Parents are chosen through interviews and take part in an orientation workshop for one week. In-service training meetings are held throughout the year, and parents help lead adult education classes. Suggestions are given concerning the role of parents in seeing that the children learn something positive, and that they are happy. They should help care for equipment and be alert to any safety hazard. They should learn all that the teachers are trying to do, and be particularly helpful in the children's language development. A sample schedule of the aide's interaction in the program is given, showing his particular duties in the course of a day. The evaluation of the program indicates that parents' aides have been an effective and productive part of the pre-school program. They have been responsive to children's needs, and have worked toward self-improvement, maintaining a well-groomed appearance, and making every effort to speak clearly and distinctly. They have helped the children form positive self-images, encouraged them to participate, and helped provide enriching experiences.

ED 001568
THE ROLE OF FIELD TEACHER AND FIELD ASSISTANT. Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project, 1965. 4 p.
Price: MF $0.25 HC $0.30

The job of field teacher consists of three main duties. First, he sets up the program by selecting the children and recruiting and training parent aides. Second, he coordinates the pre-school centers. This includes interpreting the program to school personnel, organizing parent education, planning excursions, arranging in-service and staff meetings, and taking charge of pupil enrollment records. And third, he coordinates the adult education classes by arranging for materials and contacting resource people. The field assistant reviews curriculum materials and develops lessons and audio-visual materials for pre-school centers. These will be demonstrated at the centers and at in-service meetings. He also assists in all aspects of the program which will influence curriculum. The field teacher and field assistant are jointly responsible for making reports and summaries; planning in-service and staff meetings, consulting with the research department, the child study center and other school personnel; keeping abreast of professional literature and research; substituting in the centers; and conducting public relations activities. The weekly schedules of the field teacher and the assistant are described.

ED 001598
A BOLD VENTURE: INTEGRATION IN DEPTH WITH STUDENT POPULATIONS. Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project, 1965. 14 p.
Price: MF $0.25 HC $0.80

This project will focus on increasing the quality of education and human relations to foster real understanding across racial lines. A series of closely related programs will attempt to help disadvantaged children develop the skills, knowledge and attitudes necessary for future success. Integration in depth will be fostered by common social activities and educational activities among students, school personnel and parents. Included are inter-school activities, teacher in-service education, and cooperative projects with community agencies. A regional demonstration laboratory will be set up to conduct experimental programs in educating disadvantaged students, with the assistance of the University of California. Full-time planning personnel who are specialists in urban affairs will be assigned to schools. Emphasis will be on technical and vocational education, use of teaching fellows, and in-service education. A Parent Education Experimental Program will include training teachers to work with parents. The Scholarship Developmental Program will work to identify students with potential, assist them in educational and career planning and in finding scholarship assistance. Development of mass communication services will include education via closed circuit television and video tape recorders. The Basic Educational Skills Training Center will serve recent or potential high school dropouts, offering intensive vocational guidance and a core curriculum on a parttime basis. An intensive attack on the dropout problem will consist of curricular experimentation and improved counseling systems. Massive health services will conduct educational health and referral services in and out of school sites.

ED 001631
PROJECT TRUE. A FINAL REPORT, 1962-1964. New York, N.Y.: Hunter College, September 1964.
Price: MF $0.25 HC $2.60

The purpose was to gather resource material and produce curriculum materials dealing with education for teachers in depressed areas. Observations were made in five elementary schools and four junior high schools in culturally disadvantaged areas of Harlem. Interviews were conducted with school personnel. Another study was made of the experiences and practices of fourteen recent Hunter College graduates teaching in New York City elementary schools. Three books, audio-visual materials, and an annotated bibliography have been produced by the project staff. Two books deal with slum school patterns of segregation, the types of discipline used, teacher-pupil relationships, and curriculum. Both books treat the classroom sociologically and anthropologically. The third book is a source book intended for use in the introductory social foundation courses in college. A list of readings, films and tapes is given in an attempt to develop a knowledge of social and economic factors which produce urban problems and to provide an understanding of lower class values and family life. Video- and audio-tapes record teachers' experiences and practices in dealing with culturally disadvantaged children. Teacher training courses at Hunter College used the above-mentioned material in addition to direct observations of depressed area schools. It is reported that the course created in these pre-service teachers a greater desire to work in these schools. A six-week summer seminar was held for elementary school teachers in depressed areas. In-service training was provided for Hunter College faculty and persons selected from the New York City school systems.

ED 001634
A TRAINING INSTITUTE FOR DIFFERENTIATION AND REMEDIATION OF THE LEARNING PROBLEMS OF CULTURALLY IMPOVERISHED CHILDREN. Progress Report. New York, N.Y.: Bank Street College of Education, January 1965. 43 p.
Price: MF $0.25 HC $2.25

The current Institute program evolved from a translation of fundamental concepts of the teaching-learning process developed by Bank Street College. The psycho-educational method was based upon the premises that intellectual functioning is limited by particular patterns of emotional response and that these cognitive factors interact to support or handicap healthy growth. A year-long training program for school personnel was initiated in disadvantaged areas of four large cities where action programs, supported by the President's Committee on Juvenile Delinquency and Youth Development, were located. The training program plan involved an intensive four weeks session of training-in-residence for forty elementary school teachers, guidance counselors, and supervisors from Boston, Cleveland, New York, and Washington, D.C. This intensive period was supplemented and reinforced throughout the year with planned group interaction sessions, visits, and consultations in each city by Institute staff, and with a final two-day conference at Bank Street College designed to stimulate participants to new and redirected involvement. The entire focus of the Institute was on enabling trainees to analyze better aspects of their own schools or classrooms. Reported gains were made in the greater psychological knowledge of causes of learning failure, the exactness of appropriate method, and the meaning of true communication between pupils and the teacher.

ED 001643 Schueler, Herbert
TEACHERS AND RESOURCES FOR URBAN EDUCATION: AN URBAN UNIVERSITY MEETS A CHALLENGE. New York, N.Y.: Hunter College, May 1963. 13 p.
Price: MF $0.25 HC $0.75

The schools serving depressed areas are finding it increasingly difficult to retain teachers and to attract additional trained teachers to fill increasing numbers of vacancies. Socio-economic, ethnic, cultural, and educational factors which contribute to disadvantagement are compounded when met with the objective screening measures for college entrance. The available avenue for upper social mobility through higher education for the lower socio-economic, disadvantaged groups has not been operating effectively. The beginning of a program in an urban institution is presented. The attempt was made to discover ways to train teachers for urban service to bring the school's resources to bear on the problems of urban teaching and the needs of disadvantaged neglected urban youngsters. At the pre-service level two programs were introduced--community experience and student teaching--following the principles that the in-service teacher learn to understand his pupils and that the curriculum communicate with and be pertinent to the learner. Culturally fair tests should be developed to evaluate the mental ability of various ethnic groups, particularly those in the lower socio-economic levels. The three areas most in need of attention are: teacher training, school curriculum, and student ability appraisal.

ED 001652 Rivlin, Harry N.
TEACHERS FOR OUR BIG CITY SCHOOLS. New York, N.Y.: Anti-Defamation League of B'Nai B'Rith. 31 p.
Price: $0.25 HC $1.65

There are several ways of attracting and retaining sufficient numbers of qualified teachers. A more extensive and intelligent use can be made of existing laboratory schools and affiliated schools for urban teacher education. Increased effort can be made in pointing teacher education toward urban teaching rather than presenting only the discouraging aspects of the problem. New patterns of teacher education for urban schools can be devised, including that of preparing liberal arts graduates for teaching. More "in-migrant" youth from urban areas should be encouraged to attend college and to prepare for teaching. Optimum use should be made of available teaching media. Efforts can be made toward greater cooperation between schools and universities. Procedures for appointing teachers and administrators to urban schools can be improved and made more realistic and efficient. More help can be given the inexperienced urban teacher; the morale of experienced teachers can be raised. Inservice training should be looked upon as a means of improving the teacher's effectiveness, not merely a road to a higher pay scale.

ED 001653 Washington, Bennetta B.
CARDOZO PROJECT IN URBAN TEACHING: A PILOT PROJECT IN CURRICULUM DEVELOPMENT UTILIZING RETURNED PEACE CORPS VOLUNTEERS IN AN URBAN HIGH SCHOOL. Interim Report. Washington, D.C.: Public Schools of the District of Columbia, Cardozo High School, January 1964. 74 p.
Price: MF $0.50 HC $3.80

Ten Peace Corps volunteers who had spent two years teaching abroad were placed in an urban high school classroom. The purpose was to learn what should be taught in the urban classroom, how it should be taught, and how best to go about training teachers to deal with disadvantaged children. The students were aided by a special staff of master teachers and consultants. A program of in-school seminars and conferences helped both the interns and the staff. Two approaches for change were suggested to examine the existing curriculum and provide revisions that would link courses and grades together sequentially, and to encourage interns, with the help of the master teachers and the curriculum coordinator, to develop study units which worked best with their own students. The after-school seminars for the interns covered such areas as teaching and the urban condition, teaching and the psychological disciplines, and teaching and the humanistic traditions. The subjects taught by the interns were

English, history, math, and science. Though at the time of the report no evaluations of the total program could be made, areas in need of improvement included discipline and relations with the existing faculty.

ED 001659 Fantini, Mario; Weinstein, Gerald
URBAN TEACHER PREPARATION PROGRAM: IMMEDIATE REINFORCEMENT AND THE DISADVANTAGED LEARNER. A Practical Application of Learning Theory.
Syracuse, N.Y.: Syracuse University, School of Education. 7 p.
Price: MF $0.25 HC $0.45

Implicit in the concept of immediate reinforcement are two assumptions: 1) that a need must be satisfied; and 2) that a reward can serve to satisfy this need. The culturally disadvantaged child needs encouragement right away. His society operates in this way. In the classroom, such reinforcement may take many forms. One teacher used trading stamps in place of grades. The stamps had a more concrete meaning to these children. The mental style of the culturally disadvantaged child requires considerably more ego reinforcement than is required by the middle-income child. Display of the children's work on bulletin boards with their photographs placed alongside fosters a great degree of ego-reinforcement in culturally disadvantaged children. Non-verbal teacher reactions can be quite effective. Role playing emphasizes real situations for these children. Allowing the child to perceive a problem immediately through the speedy feedback of test grades involves him in the diagnosis of his own achievement.

ED 001675
PREPARATION OF TEACHERS FOR URBAN AREAS. Syracuse, N.Y.: Syracuse Public Schools, Madison Area Project. 16 p.
Price: MF $0.25 HC $0.90

The program will concentrate on extending sociological knowledge and understandings through the study of such disciplines as social psychology, anthropology, and educational sociology and psychology. In addition, first-hand laboratory experiences with culturally disadvantaged children in school and community situations will supplement the academic portion of such preparation. Student teaching will not be limited to one classroom situation. Two levels of team teaching will be used; the trainee will be included in a team composed of a variety of social workers; interns will be placed with a team of teachers in a specific subject area.

ED 001676 Miller, S. M.
STRATEGY, STRUCTURE AND VALUES IN SCHOOL PROGRAMS. Syracuse, N.Y.: Syracuse University, Youth Development Center. 10 p.
Price: MF $0.25 HC $0.60

Studies indicate that we should not be thinking of the dropout, but of different types of dropouts in need of different environments and aid at different times. Characteristics of the "high aspirers" and the "returnees" are given as specific examples. It is important for training programs to accept the needed diversity of teachers and to uncover and develop the basic strategies of the successful teacher types. School systems generally have not developed the qualities of flexibility and adaptiveness necessary to deal with today's problems. Suggestions illustrating structural changes in schools are enumerated and discussed. Major emphasis should be placed upon encouraging new outlooks among school principals and superintendents. Changes at the administrative level encourage possibilities of change at the teacher level and engender positive action among the students. The climate created by organizational style is crucial. The attitude conveyed by the teacher to the students greatly affects his success. Tactic, strategy and structure are important. The responsibility for solutions should not be placed on the student; a professional should assume responsibility for action needed to improve the situation.

ED 001682 Fantini, Mario; Weinstein, Gerald
TOWARD A PRESCRIPTIVE THEORY FOR TEACHING THE DISADVANTAGED. Paper Presented at Conference on Curriculum Innovation for the Culturally Disadvantaged. Urbana, Ill.: University of Illinois, April 1965. 30 p.
Price: MF $0.25 HC $1.60

An approach to the problem of increasing the supply of ideas for teaching disadvantaged children was considered. A basic problem in working with disadvantaged children is that of overcoming their restricted, content-oriented language style. Working class children usually interpret things around them as simple, concrete, disconnected, isolated objects with no interrelationship. It is the responsibility of the teacher to guide these children into an articulation or elaboration of the qualities and dimensions of a phenomenon, thereby moving them away from the concrete and into the realm of the abstract. A model process is presented which is intended to aid teachers who are seeking to increase articulation.

ED 001723 Davis, Allison
SOCIETY, THE SCHOOL AND THE CULTURALLY DEPRIVED STUDENT. Chicago, Ill.: University of Chicago, Department of Education. 20 p.
Price: MF $0.25 HC $1.10

Belief that all school learning is influenced by the teacher's feeling for the student, by the teacher's cultural evaluation of the student, by cultural motivation and by intrinsic value in the curriculum led to the following recommendations to help the culturally deprived student: study of the community, and of the school in-service training of teachers, new materials in reading and in all phases of the curriculum, new teaching methods and integration of all groups into both classroom and extra-classroom activities.

ED 001725 Benne, Kenneth D.; and others.
CONFERENCE ON TRAINING PROGRAMS FOR PERSONNEL WHO WORK WITH EDUCATIONALLY DISADVANTAGED STUDENTS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Program, 1964. 140 p.
Price: MF $0.75 HC $7.10

The general problem of learning how to equalize educational opportunity for the educationally deprived child has several facets and there are several approaches to its solution. The composition of the conference, the design of the conference, and an assessment of conference outcomes concerning this problem are given. Papers and plenary discussions are included, covering an array of questions concerning the general problem. Articles included are "The Enlarging Function of the School with Respect to the Disadvantaged," "Educating Intelligence: A Study in the Prevention of Mental Retardation," "The Youth Culture, the School System and the Socialization Community," "Some Research Findings of the National Principalship Study and their Implications for Educational Change," "Teaching Strategies," "Proposals for the Education of School Personnel for Work with Inner-city Situations," and "Issues to Consider in Evaluation and Research Designs for Inner-city Programs." Also included are small group discussions and outcomes concerning the problems of disadvantaged children. Summaries of discussion of the Atlantic team, the Boston team, the Cincinnati team, the Detroit team, the Los Angeles team and outcomes of the July conference, are given. In 1964 a follow-up committee to the July conference met to develop follow-up work in training, consultation and research. Proposed experimentation with training and consultation for persons who work with educationally disadvantaged students in inter-city school systems is suggested. A diagram is included, diagraming the proposed experimentation. The problem, the objectives, methods and organization, a proposal of a preliminary planning, developmental and trial-run phase of the larger problem are outlined.

ED 001730
NEW IDEAS IN TRAINING. Washington, D.C.: The President's Committee on Juvenile Delinquency and Youth Crime, 1961. 14 p.
Price: MF $0.25 HC $0.80

Suggestions for training people who work with delinquents and potential delinquents are given. These people included gang workers, social workers, teachers, policemen, probation and parole officers, correctional institution personnel, and guidance counselors. The program was divided into three parts: short-term workshops and institutes, university training centers, and curriculum development projects. Short-term projects included work in the streets: education of problem students: an accredited college course of field work at the Probation Department; creation of neighborhood teams of police, probation officers, teachers, social workers, and others; upgrading correctional personnel; and rural youth programs. The University Training Centers were the core of the training program. They were to be permanent training bases where a wide variety of youth workers could receive imaginative, interdisciplinary training. Most instruction was specialization in the trainee's own field. The programs at the ten different centers varied according to particular needs. The curriculum development that would be used at the training centers included such subjects as police and delinquency, promiscuous teenage girls, teaching of slum children, a rehabilitation program for juvenile delinquents, college volunteers for slum work, and utilization of Peace Corps volunteers who had spent two years teaching overseas.

ED 001733 Freedman, Phillip I.
RACIAL ATTITUDES AS A FACTOR IN TEACHER EDUCATION FOR THE DEPRIVED CHILD.
New York, N.Y.: Hunter College, City University of New York. 11 p.
Price: MF $0.25 HC $0.65

Three separate studies were made relating to the area of racial attitudes and perception. Several assumptions underlie the study: 1) The Caucasian population of the United States harbors a substantial amount of racial prejudice toward Negroes. 2) Urban teaching staffs which are drawn chiefly from Caucasian, middle-class communities share the negative racial attitudes of their society. 3) Negative attitudes impede the participation of middle-class white teachers in programs for the deprived child, usually either Negro or Puerto Rican. The first study consisted of a comparison of two groups of student teachers. One group was made up of students who had volunteered to participate in a program in "tough" schools. The second group contained those who had rejected the project and chosen to work in a middle class, white school. Questionnaires answered by both groups revealed that the volunteers had greater need to meet challenges successfully, and that they displayed greater sympathy for the disadvantaged than did the non-volunteers. The next two studies sought to evaluate varying conditions of contact with Negroes as a means of reducing racial fears and antagonisms and establishing a more receptive group for teaching deprived Negro children. The first of these experiments was designed to determine whether middle class, white students of education were more amenable to persuasion by a Negro college instructor than by a Caucasian instructor that they should prepare for service in "tough" schools. The other study compared the relative powers of personal interest and socio-economic status variables as inducements for middle-class, white students to select Negro associates in work situations. Personal interest factors proved much stronger than race or socio-economic status.

ED 001760
THE HIGHER HORIZONS PROGRAM: ITS IMPACT ON SCHOOL AND COMMUNITY.
New York, N.Y.: New York City Public Schools, January 1961. 11 p.
Price: MF $0.25 HC $0.65

After five months of existence, the third grade program was evaluated. Its purpose was to raise the cultural, educational, and vocational sights of all pupils through curriculum improvement, remedial instruction, teacher workshops and seminars, identification and encouragement of talent guidance and parent workshops, and counseling. Teachers have a greater willingness to try new approaches, a keener appreciation of need for professional growth, and a greater interest and understanding of the individual pupil. The special personnel, such as auxiliary teachers and teacher training consultants, are more willing to cooperate through visitation and conferences. Students are encouraged to use their time wisely as they develop their talents and interests. Students have better self-motivation, and there have been reductions in subject area weaknesses. Supervisors have had an increased awareness of their role in improving instruction. There has been overall increased interest throughout the schools, resulting in better overall morale. Higher Horizon concepts have been extended to other grades. Better parental and community cooperation has been one outstanding result.

ED 001789 Clifford, Virginia I.
URBAN EDUCATION: AN INTRODUCTION TO THE LITERATURE OF RESEARCH AND EXPERIMENTATION. New York, N.Y.: Union Theological Seminary, Auburn Library, Urban Education Collection, April 1964. 67 p.
Price: MF $0.50 HC $3.45

Aspects of urban education were social factors, personality, learning, and public school programs. Studies show that middle class educational techniques are inadequate in reaching the lower class child. Lower class families foster feelings of confusion and anxiety in their children because of strong maternal domination in the home and little concern for emotional needs. The peer group often replaces the family as the lower class child's primary group. These children develop their own language pattern, which makes teacher-pupil communication difficult. Teachers should be trained, in pre-service and in-service educational programs, to understand the cultural patterns of the group. Personality development in culturally deprived children is based on a series of self-concepts which enable a child to understand his own abilities. Lower class children can be motivated by relating material to their needs. Enrichment and remedial programs focus on language development as the key to academic retardation. Public school experimental programs located in urban areas train teachers in techniques which allow the children to express themselves. Teachers "learn by doing" in team teaching and with the use of new teaching materials. Curriculum improvements have been especially focused on language arts. Guidance has sought a more significant role in each child's life. Major efforts have been made to involve parents and the community in the educational process. An extensive bibliography is appended.

ED 002001
HUMAN RELATIONS IN THE CLASSROOM: A CHALLENGE TO TEACHER EDUCATION.
Chicago, Ill.: North Central Association of Colleges and Secondary Schools. 16 p.
Price: MF $0.25 HC $0.90

A survey of a representative sample of 1,075 secondary school teachers has shown that teachers are confronted daily in their classrooms with a wide range of human relations problems and situations. Deciding how to discuss such a controversial subject as discrimination with minority groups or deciding whether or not to sing songs such as "Old Black Joe" or mention stories such as "Little Black Sambo" are problems which teachers encounter when working with different racial groups. Ethnic origins also give rise to human relations problems. Examples are the difficulties arising in dealing objectively with German students who have Nazi leanings or with Mexican-Americans who are on the defensive and harbor feelings of inferiority. In teaching children of different religious faiths, such situations occur as singing Christmas carols with Jewish pupils present, teaching health education to Christian Scientists, and taking Catholic students on field trips to Protestant churches. Another serious problem results from varying socioeconomic classes. Many cases are cited of pupils from slum areas who are unable to pay for the hidden costs of schooling such as trips, sewing materials, lunch, club activities, and physical education clothing. Physical handicaps, emotional maladjustment, social immaturity, and non-English-speaking parents result in other human relations problems. The answers received on the survey indicate that college courses tend to neglect the teaching of human relations information, values, and attitudes so that secondary school teachers are inadequately prepared to deal with situations that arise in the classroom. For this reason, in-service teacher education programs in human relations become an urgent necessity.

ED 002091 Record, Wilson
CHANGING ATTITUDES OF SCHOOL PERSONNEL. Integrated Education, 2 May 1964. p. 26-43.
Price: MF $0.25 HC $1.00

More than in almost any other professional group, the attitudes of school personnel are influenced by community factors. General attitudes of white publics will certainly be significant for specific attitudes of school personnel toward integration. Most school personnel are members of the middle class; their class values and status concerns enter into their confrontation with integration issues. Of major concern is school principals', teachers', and counselors' lack of encounter with members of racial and ethnic minorities as equals and as participants in shaping the activities of the school. The attitudes of school personnel are not easily changed, but they are not irretrievably fixed. To facilitate integration in public schools, educators should identify those attitudes which are detrimental to public principles of equal educational opportunities and seek to modify them. An analysis is presented of the specific attitudes and types of individuals found among school personnel-school board members, teachers, administrators, and counselors.

ED 002117
AN INTERN PROGRAM FOR GRADUATES OF LIBERAL ARTS AND TEACHER PREPARATION PROGRAMS INTERESTED IN URBAN TEACHING LEADING TO THE MASTER OF ARTS DEGREE AND TEACHER CERTIFICATION. Syracuse, N.Y.: Urban Teacher Preparation Program. 17 p.
Price: MF $0.25 HC $0.95

A "new breed" of teacher is needed to meet urban school requirements developing as a result of the increased numbers of culturally and educationally disadvantaged children. One program instituted to train teachers for this role is described. The program is open to graduates of liberal arts and teacher preparation programs who feel they have the personality attributes and motivation required. Graduate academic study at Syracuse University is combined with a paid internship experience in the Syracuse Public School system. Many resources and facilities are provided the trainee. Photographic illustrations show some of the projects and personnel. Tuition and fees are $1,800; interns are able to earn up to $2,450.

ED 002158 Fantini, Mario; Weinstein, Gerald
MATCHING TEACHING AND LEARNING STYLES FOR THE DISADVANTAGED. Syracuse, N.Y.: Syracuse University. 2 p.
Price: MF $0.25 HC $0.20

There are many different methods of teaching and many different methods of learning. For maximum learning, teaching styles and learning styles should be congruent; this is especially true with the disadvantaged learner. The disadvantaged child comes to school with a certain personality, with certain needs, and with certain built-in mechanisms. He interacts with his classroom environment in a number of ways. Basically, the environment either satisfies his personality needs or his personality comes into conflict with the environment. As the child interacts with his environment, he develops a mechanism for learning as shaped by his experience. This mechanism may be either static or dynamic, depending on his interaction. Teaching styles are also shaped by the environment and personality. One of the most effective teaching styles for the disadvantaged child is to maintain discipline while encouraging expression. A child should progress from concrete experiences to abstract principles. However, teachers of the disadvantaged should not assume that one teaching style will fit all situations. Flexibility enables the urban teacher to meet varying classes successfully and to match teaching style to the child's learning style.

ED 002360 Goldberg, Miriam L.
ADAPTING TEACHER STYLE TO PUPIL DIFFERENCES: TEACHERS FOR DISADVANTAGED CHILDREN. Merrill-Palmer Quarterly of Behavior and development, 10: 161-177; 1964.
Price: MF $0.25 HC $0.95

Assumptions presented are: that a pupil's learning is mainly a function of the kind of teaching to which he is exposed; that there is no universally good teacher, but rather a variety of good teachers differentially suited by temperament and training to teaching different groups of students; and that disadvantaged children represent a describable pupil population in need of teachers who are uniquely good for them. Studies are cited which imply that variations in pupil achievement are related to variations in teacher performance and that the same teacher may affect different pupils differently. A hypothetical successful teacher of disadvantaged pupils would: respect pupils and be respected by them; be familiar with pupils' alien culture and understand rather than condemn it; be aware of pupils' family structure, physical environment, ethnic group membership, and language problems, but not expect a low level of achievement; set high but attainable goals to inspire the pupils and to give them a sense of their own worth; accept test scores as a fair and valid measure of the child's present academic ability while rejecting them as a measure of native intelligence; and thoroughly know the subject matter. To find teachers approaching these model characteristics, school administration should: recognize that disadvantaged children need uniquely prepared teachers; study the personal qualities, knowledge, and skills needed for successful teaching of slum children; develop and test reconstructed teacher education programs; screen candidates to eliminate those without the desired traits; raise the standard of the disadvantaged area teacher by invoking all available reward systems; and make the schools more livable for the teacher, the teaching experience less frustrating, and supervision more professional.

ED 002444
THE DISADVANTAGED CHILD: A PROGRAM FOR ACTION. Trenton, N.J.: New Jersey Educational Association, April 1964. 40 p.
Price: MF $0.25 HC $2.10

A large number of New Jersey public school pupils are affected by environmental factors which limit their aspirations and their achievements in the process of education. Three factors affecting the disadvantaged child are that his family is economically poor, his home life provides little if any stimulation to his intellectual growth, and he and his family suffer from racial, ethnic, or other forms of social discrimination. Recommendations for the education of disadvantaged children include: school systems with many disadvantaged children should have special teachers and teams; class size in these schools should be under 20 pupils; efforts should made to eliminate de facto school segregation; preschool enrichment, vocational orientation, and guidance programs should be developed; high school work-study programs should be developed; special materials and textbooks appropriate for disadvantaged children should be developed; and schools should be cautious in using standardized tests with disadvantaged children. Recommendations for the recruitment and preparation of teachers for the disadvantaged are that: the teaching profession should make efforts to change the attitudes of its own members and the public so that the best teachers are encouraged and enabled to teach in schools which have a concentration of disadvantaged children; that teachers' colleges should develop special programs for the identification and training of teachers to work with the disadvantaged, including an off-campus laboratory school in an area having a concentration of disadvantaged children; and that new teachers prepared to teach disadvantaged children should be assigned to schools in teams.

ED 002454 Downing, Gertrude L.
THE PREPARATION OF TEACHERS FOR SCHOOLS IN CULTURALLY DEPRIVED NEIGHBORHOODS: THE BRIDGE PROJECT. Flushing, N.Y.: Queens College of the City of New York, July 1965. 418 p.
Price: MF $1.75 HC $21.00

Reports on procedures used to discover what modifications would more effectively prepare teachers for work in secondary schools in culturally disadvantaged areas were presented. A study of the problems of beginning teachers in a depressed-area junior high school showed that problems arose from the teachers' lack of understanding of lower class culture, from their lack of individualization of instruction, and from the strains of functioning under school conditions. The creation of a small school-within-a-school in which three teachers and a coordinator worked with three classes of children for three years produced more growth in intelligence and achievement than the usual pupil-teacher assignments in junior high school. The reported decline in I.Q. scores among slum children was found to be an illusion created by the use of an unsuitable test in the sixth grade. A culture-fair group intelligence test predicted growth in school achievement better than the currently used group intelligence tests, and was therefore a more accurate indication of the potential of disadvantaged children. The intellectual functioning of slum children was found not to differ fundamentally from that of populations on which tests have been standardized. Teachers who administered personality tests to their students reported great immaturity. An exploration of adaptations of curriculum and teaching methods needed to improve instructional effectiveness disclosed such needs as clarity of structure, remedial work, meaningful repetition, and diagnosis and individualization as part of classroom procedures. Studies on the effectiveness of sending undergraduates to work with slum children in after-school centers indicated that this developed greater understanding and more favorable attitudes.

ED 002463 Usdan, Michael D.; Bertolaet, Frederick.
DEVELOPMENT OF SCHOOL-UNIVERSITY PROGRAMS FOR THE PRESERVICE EDUCATION OF TEACHERS FOR THE DISADVANTAGED THROUGH TEACHER EDUCATION CENTERS. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Cooperative Research Program, 1965. 330 p.
Price: MF $1.25 HC $16.60

Three task forces, composed of school, college, and university staff members, were created to do the initial work needed to develop teacher education programs in selected cities. The first group sought to define desirable behavior characteristics for teachers of culturally deprived students. Important characteristics are: warmth, understanding of course content concepts, orderliness and consistency of presentation, ability to solve unique problems, and an understanding of lower-class families and the problems they face. In addition the teacher should be committed to her assignment and be free from bias or prejudice. The second task force was charged with development of curriculum content and experiences which would elicit behavior described by task force number one. The educational sequence should begin with a 4-year liberal education geared to problems of living in the present century, followed by a year's "internship" in an urban school where the teacher would work with colleagues in the school and study specific problems of urban education through experience and seminar courses at the university. In-service training through conferences and group work would continue such education. The third group is attempting to establish systems of evaluating the training programs described by group two. Some of the instruments use standardized tests and interviews while others are complex teacher-and student-ratings. Many areas of measurement still do not have instruments constructed for them.

ED 002530 Marburger, Carl L.
THE ROLE OF TEACHERS AND COMMUNITY WORKERS IN DEPRESSED AREAS. Detroit Mich.: Detroit Public Schools, October 1964. 15 p.
Price: MF $0.25 HC $0.85

The need for compensatory education in and the necessity of providing outstanding teachers and community workers for depressed areas are discussed. Disadvantaged youth are characterized by their nonpurposeful activity, indifference to responsibility, poor health habits, poor communication skills and reading habits, limited experiences and contacts in the areas upon which the school programs are built, and a failure syndrome resulting from the apathy engendered by their environment. Such traits lead to low achievement rates, behavior difficulties, poor attendance, and high dropout rates. Compensatory education is a major way in which schools can help deprived youth. Compensatory programs are costly; in many cities financial aid has been given to schools with high numbers of disadvantaged children. A program is dependent for success on teachers, volunteer workers, and community workers, who commit their time, energy, expertise, and special skills; who understand the needs and problems of disadvantaged youth; and who accept these people. Schools should improve their selection procedures to weed out the hostile or the incompetent teacher. The broadening of pre-service and in-service training programs would provide a better intellectual and experiential base for the teachers of the disadvantaged and would bridge the gap between the theory of the university and the reality of the slum classroom. Teaching in the inner city should be rewarding enough to attract the best teachers. The five year teacher training curriculum is essential. In addition to excellent teachers and to school-based and agency-based community workers who provide liaison between the school and the parents and community, schools with disadvantaged youth need psychologists, speech and hearing technicians, attendance officers, nurses and doctors, and visiting teachers or school social workers.

ED 002536
PROCEEDINGS OF THE TUTOR ORIENTATION SYMPOSIUM. Washington, D.C.: Health and Welfare Council of the National Capital Area, November 1964. 92 p.
Price: MF $0.50 HC $4.70

The plan for the symposium was developed after discussions to determine areas of information that would aid all tutors, to determine whether large scale training was feasible or advisable, and to determine how the symposium could serve as a pilot for the future training and orientation by the Office of Tutoring Services. The symposium was devoted to tutoring and information regarding schools, characteristics of the underprivileged, and relations between the two. The program consisted of the following speeches: "The Role of Teachers and Community Workers in Depressed Areas" by D. Carl Marburger; "Education Leadership for the Improvement of Urban Schools and Community Agencies" by

Dr. Frank Riessman, who considered the role of the tutor, the specialized knowledge he must have of the disadvantaged child's environment and learning style, and illustrations of effective teaching styles and techniques. Topics for a panel discussion on the four dimensions of tutoring were: "Understanding the School Framework" by Dr. Irene Hypps, "Perspectives on the Tutor in Tutoring Relationship" by Dr. H. A. Meyersburg, "What Is Success?" by Dr. David Iwamoto, and "Bringing Excitement to the Learning Experience" by Dr. Arthur Pearl.

ED 002546 Proctor, Samuel D.
REVERSING THE SPIRAL TOWARD FUTILITY. Chicago, Ill.: American Association of Colleges for Teacher Education, February 1965. 13 p.
Price: MF $0.25 HC $0.75

Conditions that engender futility and hostility among Negroes can be reversed by competent, dedicated teachers. Factors leading to Negro attitudes of defeat are analyzed. Experience of rejection and awareness of being different and inferior are among the first realizations of the Negro. From rejection grows fear of white institutions and of competition with white people. The fear crystallizes into hostility, which sometimes expresses itself in violence, but just as often leads to defeat, resignation, and a feeling of futility. To overcome the defeatism that prevents many Negroes from trying to surmount obstacles in their environment, teachers should develop a sense of dedication, learn to establish empathy with and understand deprived minority children, and correct Negro attitudes of rejection by fully accepting them. Acceptance does not come from desegregation alone, for changing habits of withdrawn suspicion and caution in all interracial contacts takes time. Before holding Negro students responsible for achievement levels on a par with advantaged children, teachers should give them extra attention and remedial work and should neutralize the environment of their student world. Promising programs include a new institute of human relations at the university of Wisconsin, an effort by a major foundation to strengthen Negro college placement programs, and the commitment of church resources to play an active role. Teacher education programs to be successful, should be based on a belief in the equality of all human beings.

ED 010161 O'Brian, John L.; O'Neill, John J.
THE DEVELOPMENT OF A MASTER TEACHER TRAINING CURRICULUM FOR TEACHERS OF OCCUPATIONAL LEVEL TRAINING PROGRAMS, FINAL REPORT. New Brunswick, N.J.: Rutgers, The State University, Graduate School of Education, 31 May 1966. 161 p.
Price: MF $0.75 HC $8.15

A curriculum and course of study were developed to provide graduate training for teachers of disadvantaged youth. An interdisciplinary committee of specialists was organized to develop background materials and to evaluate and refine the work of its members. Practitioners were also invited to prepare papers on various aspects of student-teacher needs, skills, and characteristics. The curriculum was designed to provide teacher training at the master's degree level. It was based on a progression from orientation to conceptualization, and from experiencing to integration of experiences. Included were presentations on (1) curriculum, (2) orientation workshop, (3) social psychology of the disadvantaged, (4) seminar in urban society, (5) field experience, (6) seminar in learning, development, and measurement, (7) educational processes for teaching the disadvantaged youth, (8) educational practicum for teaching disadvantaged youth, (9) seminar on professional issues, and (10) integrating option. Recommendations were that those implementing the program be cognizant of the need to develop adequate evaluation procedures. (RS)

ED 010181 McMillion, Martin B.
A STUDY IN COMMUNICATION BETWEEN HIGH SCHOOL TEACHERS OF VOCATIONAL AGRICULTURE AND SOCIO-ECONOMICALLY DISADVANTAGED YOUTH BY THE USE OF SEMANTIC DIFFERENTIAL. Urbana, Ill.: University of Illinois, August 1966. 148 p.
Price: MF $0.75 HC $7.50

The study attempted (1) to determine whether or not socio-economically disadvantaged pupils and two other socioeconomic groups of pupils in secondary school grades placed a significantly different connotative meaning on selected words and phrases which are of importance to vocational education in agriculture, (2) to determine whether or not the connotative meaning which the agriculture teachers of these pupils placed on the words and phrases was more like that of the higher socioeconomic pupils than that of the lower socioeconomic pupils, and (3) to determine the extent to which teachers recognize any difference in connotative meaning for selected words and phrases which may exist among the various classifications of pupils. A stratified random sample of 240 high school students completed a semantic differential instrument. Multivariate analysis of variance was the major statistical procedure employed in the study. Among other recommendations, it was suggested that low-status pupils value leadership more highly than do high-status pupils and should be afforded an opportunity to assume positions of leadership. (JM)

ED 010775 Greenstein, Raymond; Tirado, Moises
OPERATION P.R.I.M.A. - RECLAIM. Brooklyn, N.Y.: New York City Board of Education. 7 p.
Price: MF $0.25 HC $0.45

This project recruited teachers of Puerto Rican extraction in order to improve the ethnic composition of school staffs, to provide new insights and approaches to educational problems, and to give Puerto Rican children the benefit of association with teachers of similar background. Three hundred applicants responded to an initial recruitment campaign, handled through newspapers, ½-hour programs on Spanish language radio and TV, and representatives of Puerto Rican community agencies. Those who lacked a baccalaureate degree were in many cases placed as school secretaries, parochial school teachers, and community day center workers. The Center for Urban Education (CUE), a regional educational laboratory, provided funds to enable degree holders with inadequate English to study speech and composition at Long

Island University. CUE and the Board of Education joined in underwriting tuition at four universities for candidates lacking specific education courses. Of the 108 eligible applicants, 69 became active participants. Nine are teaching, and the others are at various stages of preparation, helped by counseling by the P.R.I.M.A. staff. (PP)

ED 010781 (UD) Haubrich, Vernon F.
CROSS-CULTURAL APPROACHES TO BEHAVIOR AND LEARNING. 4 August 1965. 13 p.
Price: MF $0.25 HC $0.75

The teacher and the school system serve as the key mediators in the acculturation of students from deviant subcultures. However, the teacher's commitment to the ethics of work and competition, her future-oriented value system, and her concept of a father-dominated nuclear family structure tend to alienate her from her students. As a result, many Indian and East Harlem children, whose culture is different from hers, may never acquire the tools for full acculturation. Alienation between student and teacher is further reinforced by the child's concept of the teacher as a success in a hostile culture and by the teacher's materialistic motivation for choosing her profession. Moreover, the educator's opportunity for personal, individual evaluation of students is often limited by administrative proscriptions. Several important steps in teacher education can assure a more successful cultural bridge between student and school personnel. The staff should understand and accept the presence of alien subcultures in their school and initiated measures for parent cooperation and student participation in programs for developing skills and raising the aspiration level. Teachers should also exhibit flexibility in recognizing and rewarding evidences of nonverbal achievement. (NC)

ED 010782 (UD) Conners, C. Keith; Eisenberg, Leon
THE EFFECT OF TEACHER BEHAVIOR ON VERBAL INTELLIGENCE IN OPERATION HEADSTART CHILDREN. Baltimore, Md.: John Hopkins Univ., School of Medicine, 1966. 26 p.
Price: MF $0.25 HC $1.40

Classroom observations of 38 Headstart teachers, taken on four occasions by four different observers, were scored for such content characteristics as (1) amount and kind of communication with the children, (2) stress on obedience or intellectual values, and (3) physical-motor skills. These scores were compared with the children's intellectual growth during the 6-week program as measured by the Peabody Picture Vocabulary Test. Children were found to respond positively to teachers who concentrated on intellectual activities, but showed little verbal growth in classrooms where teachers stressed "materials and property." When there were many teacher communications, IQ increased, although those communications that were corrections and obedience directives produced a smaller increase. Teachers who were scored as "warm, active, varied, and flexible" also contributed to IQ development. The results suggest that when children are rewarded by a warm teacher response they adopt the teacher's values. (NC)

ED 010907 (EA) Anastasiow, Nicholas J.
AN EVALUATION OF THE KINDERGARTEN TEACHER-ASSISTANT PROJECT--PROJECT II. Palo Alto, Calif.: Palo Alto Unified School District
19 July 1966. 16 p.
Price: MF $0.25 HC $0.90

The addition of a teacher-assistant (TA) provided a richer environment and curriculum resulting in a high language proficiency gain for the culturally deprived kindergartener. After six orientation sessions and a week of observation, a TA was assigned as a second teacher to one of three morning and three afternoon kindergarten sessions at the three elementary schools for 6 weeks. A language and speech evaluation test and a draw-a-man test were administered to each child before and after the project. Daily logs were kept on the activities of children in small and large groups. Two kindergarten teachers not involved in the project analyzed the logs for activities that took place in the experimental classroom, and contributions of the activities to culturally deprived enrichment programs. The analysis indicated that the addition of a TA resulted in (1) more small group activities, (2) more time for teacher observation and note-taking during instructional periods, (3) more individual contact with children, (4) more child-to-child interaction in small groups, (5) more efficient handling of classroom routines, (6) more attention to the child's language development, and (7) increased use of testing and academic-type activities. Pre- and post-test results of the language and speech evaluation and draw-a-man test showed student progress in language development, object naming, and whole-part perceptions. Since the project lacked a control group, the gains cannot be attributed exclusively to the addition of a TA. However, the combination of variables (teacher goals, curriculum, school environment) produced statistically significant results in the direction anticipated. (JB)

ED 010933 (FL) Cadoux, Remunda
FINAL REPORT FOR THE SUMMER SESSION OF 1965 OF THE INSTITUTE FOR TEACHERS OF FOREIGN LANGUAGES AND INSTITUTE FOR TEACHERS OF CHILDREN OF PUERTO RICAN ORIGIN. New York, N.Y.: City Univ. of New York, Hunter Coll., 1965. 36 p.
Price: MF $0.25 HC $1.90

The Institute offered teachers the opportunity to improve their language competencies and teaching skills, and to examine, use, and evaluate new instructional materials. The curriculum included courses in methods, theory of second language learning, and contrastive analysis. There were also workshops for elementary and secondary teachers of French and Spanish. Special features of the Institute were a diagnostic testing program for the Institute participants, remedial practice in the language laboratory, demonstration classes taught as a part of the workshops, opportunities to practice teaching, and the use of the New York State kinescope series on the teaching of foreign languages in the secondary schools. Addenda contain course outlines an a description of the kinescope series, "New Approaches to the Teaching of Foreign Languages in the Secondary Schools." (AM)

ED 011009 (SP) Schueler, Herbert
A CASE STUDY IN PREPARING TEACHERS FOR THE DISADVANTAGED, PROJECT 120--A SPECIAL STUDENT TEACHING PROGRAM IN JUNIOR HIGH SCHOOLS IN LOW SOCIO-ECONOMIC AREAS. New York, N.Y.: City University of New York, Hunter College, December 1964. 11 p.
Price: MF $0.25 HC $0.65

Project 120 assists special service schools in recruiting and holding teachers, trains teachers to work in urban schools for the disadvantaged, and explores factors that will improve teacher education for urban schools. The special program is announced to undergraduates who have qualified for student teaching. In addition to conventional supervision, participants are regularly visited by the project coordinator. They also visit community agencies and interview community leaders. Every effort is made to familiarize the student teachers with the community and to dispel any fears and prejudices they may have about deprived areas and their residents. Since its inception in 1960, Project 120 has had 21 to 32 enrollees annually, averaging about 10 percent of Hunter College student teachers. Almost 80 percent accepted teaching positions at the schools where they did their student teaching, with a large proportion still there 4 years later. At J.H.S. 120, where the project began, 23 of the 95 teachers are project graduates. They were judged to have been helpful with each year's incoming project student teachers. (RF)

ED 011018 (UD) Gewirtz, Marvin H.; and others.
TEACHING THE DISADVANTAGED--SUMMER INSTITUTE FOR PROFESSIONAL TRAINING OF TEACHERS, SUPERVISORS AND ADMINISTRATORS. New York, N.Y.: Center for Urban Education, 30 September 1966. 108 p.
Price: MF $0.50 HC $5.50

A 7-week summer institute course for elementary school teachers, supervisors, and administrators who work with disadvantaged children was evaluated by questionnaire. The purpose of the evaluation was to (1) measure the immediate impact of the course on the participants, (2) obtain a self-estimate of the participants' attitudes, (3) explore staff-participant relations, and (4) make recommendations for change. The results showed no measurable change in the participants' optimism or sensitivity about the educability of the disadvantaged child or in a readiness to use nontraditional teaching approaches. However, by the end of the course the participants felt better prepared to teach these students. The evaluators concurred in this judgement and surmised that the participants' confidence had increased during the course. The different objectives of the institute staff and the participants was a source of difficulty in that the staff thought that knowledge of sociological and conceptual theory should have been the primary objective of the course, while the participants were more concerned with the practical knowledge relevant to the situation. It was felt that this summer institute program can be a promising way to reach the disadvantaged by offering their teachers proper orientation about the special problems of these children. (NC)

ED 011019 (UD) Sebald, Dorothy D.
OUT-OF-SCHOOL CLINICAL AND GUIDANCE CENTERS FOR DISADVANTAGED PUPILS IN NON-PUBLIC SCHOOLS. New York, N.Y.: Center for Urban Education, 31 August 1966. 123 p.
Price: MF $0.50 HC $6.25

An evaluation was made of a program which provided professional clinical and guidance services to disadvantaged nonpublic school pupils to develop their educational motivation, personal adjustment, development of self-worth, and "wholesome mental health." Clinical centers were opened to provide a range of professional services, and a teacher-training program was developed which stressed classroom mental health practices and sound mental hygiene techniques. The evaluation was based on observations, interviews, surveys, and other data. Praising the organization and achievements of the project, and urging its continuation and extension, the report offered some recommendations--(1) Better communication between centers and nonpublic school personnel is needed. (2) The center staff should be acquainted with the cultural and religious background of the groups they serve. (3) The nature of the clinical and guidance services needs clarification, recruitment of staff must be intensified, and efforts should be made to find multilingual staff. (4) Other suggestions deal with sites, facilities, schedules, and administrative details. Appendixes include the original project proposal, lists of schools and staffs, evaluation instruments, tables, and the evaluation procedure. (NH)

ED 011022 (UD) Tannenbaum, Abraham J.
CURRICULUM DEVELOPMENT AND TEACHER TRAINING FOR DISADVANTAGED PUPILS IN SPECIAL CLASSES (CAREER GUIDANCE) IN REGULAR JUNIOR HIGH SCHOOL. New York, N.Y.: Center for Urban Education, 30 September 1966. 68 p.
Price: MF $0.50 HC $3.50

Two projects initiated by the New York City Board of Education to improve a career guidance program for eighth and ninth-grade students were evaluated. New curriculums for the classes were created and four teacher training sessions on their use were given. The evaluators assessed the achievement of the Board's goals through questionnaires, interviews, and observation, but were greatly handicapped by the unavailability of the curriculum guides, by the less than 40 percent response to the questionnaires, and by great time pressures. Recommendations were made that (1) the inservice teaching program be given at the beginning of the school year using the actual proposed material, (2) teachers be prepared in various specialized subjects and trained by those involved in preparing the new curriculums, and (3) more time be given to the inservice training. The materials which the evaluators eventually saw were neither new nor consistent with a clear goal for career guidance class pupils nor valuable to the teachers. It was questioned whether either phase of the program merited federal funding. (NH)

ED 011027 (UD) Gewirtz, Max; Weinberg, George
S.U.T.E.C., A PROJECT TO DEMONSTRATE THE EFFECTIVENESS OF A SCHOOL UNIVERSITY TEACHER EDUCATION CENTER IN PREPARING TEACHERS OF DISADVANTAGED CHILDREN. New York, N.Y.: Center for Urban Education, 31 August 1966. 31 p.
Price: MF $0.25 HC $1.65

The planning phase of a cooperative project of the Queens College Education Department and a disadvantaged Queens public school was evaluated. The goals of the project were to provide (1) undergraduate and pretenure teacher training for potential leadership roles in disadvantaged schools, (2) a prototypal educational facility, and (3) an upgraded education for students. The project planned to provide more professional staff in the school as well as such services and activities as a preschool meal, snacks, enrichment materials, summer recreation, and after-school study centers. Some recommendations are made--(1) Because of the potential difficulties in a dual school-college directorship, the responsibilities of administrating the program must be clearly defined. (2) A community advisory board, with a paid coordinator, should be created as a liaison between the neighborhood and the school. (3) The Board of Education must guarantee that supplies for the project are delivered on time. (NH)

ED 011058 Horton, Aimee I.
AN ANALYSIS OF SELECTED PROGRAMS FOR THE TRAINING OF CIVIL RIGHTS AND COMMUNITY LEADERS IN THE SOUTH. Nashville, Tenn.: Fisk University, June 1966. 186 p.
Price: MF $0.75 HC $9.40

Three examples of racially integrated, residential adult education programs conducted for the training of civil rights and community leaders in the South were examined. The programs studied were (1) a 1955 workshop on school desegregation, one of a series of workshops developed by the Highlander Folk School, an adult education center in rural Tennessee, (2) the 1965 Annual Institute of Race Relations conducted by the Race Relations Department of the American Missionary Association at Fisk University, Nashville, Tennessee, and (3) a 1965 citizenship school teacher training workshop sponsored by the Southern Christian Leadership Conference, the civil rights organization headed by Dr. Martin Luther King. Each program was examined as a potential model for possible use by institutions and organizations in the South concerned with developing leadership training programs. The data on which the description and analysis of each of the three programs was based dealt with program objectives, examples of learning experiences used to obtain these objectives, student and staff evaluation of programs, and the apparent effect and effectiveness of the programs as viewed by the participants. The first and third of the three programs were judged to have potential use as models in other institutions. (GD)

ED 011060 Kaufman, Jacob J.; and others.
THE PREPARATION OF YOUTH FOR EFFECTIVE OCCUPATIONAL UTILIZATION, THE ROLE OF THE SECONDARY SCHOOL IN THE PREPARATION OF YOUTH FOR EMPLOYMENT. University Park, Pa.: Pennsylvania State Univ., February 1967. 448 p.
Price: MF $1.75 HC $22.50

Issues in the education of youth for employment were investigated. The study included an evaluation of vocational education, its image, and the role it plays in the training of such special groups as girls and Negroes. It was found that, from an earning point-of-view, graduates of vocational education curriculums did as well as academic graduates, although the former appeared to be more satisfied with their jobs. Negroes were usually better in vocational education curriculums than in the academic curriculums, but appeared to be blocked in job placement. Opportunities for girls were quite limited. It was recommended that occupational training programs be expanded to meet the needs of all youth and that new methods of instruction be devised to meet the needs of youth in the secondary schools. It was also recommended that the administration of vocational education be given a greater voice in the setting of school policies and programs. Finally, it was recommended that industrial advisory groups participate more actively in program planning. (TC)

ED 011275 (UD) Hartley, Ruth E.
DEMONSTRATION AND TEACHER TRAINING PROGRAM FOR TEACHERS OF DISADVANTAGED PUPILS IN NON-PUBLIC SCHOOLS. New York, N.Y.: Center for Urban Education, 31 August 1966. 154 p.
Price: MF $0.75 HC $7.80

An interim evaluation was made of a demonstration and training project for nonpublic school teachers of the disadvantaged. The project offered training in music, art, health education, library procedures, and speech improvement to these teachers by means of weekday, Saturday, and summer institutes and through interschool visits. Data for the evaluation were gathered by monitoring selected sessions and through interviews and questionnaires. All the programs lacked adequate intra- and interorganizational communication about the participants' previous training, their special needs, and their teaching situations. Announcements, recruitments, and selection procedures were ineffective, and suffered from poor record keeping and feedback. Various forms used in the evaluation and the ratings of the sessions in each of the subject areas are included. (NH)

ED 011523 (SP) Lawrence, G. H.; Long, L. M. K.
THE EFFECT OF PREVIOUS POVERTY EXPERIENCE ON SUCCESS IN TEACHER CORPS PRESERVICE PROGRAMS. 1965. 16 p.
Price: MF $0.25 HC $0.90

National Teacher Corps Interns enrolled in a program for teaching the disadvantaged (typical number of 35 to 40 persons) were rated by faculty members at eight universities on (1) academic performance, (2) teaching and field performance, (3) relationship with the disadvantaged, (4) personal stability and strength, (5) interpersonal effectiveness, and (6) commitment and general promise. Differences in rating were examined among interns who varied in duration and type of previous poverty experience, that is, (1) no poverty area experience, (2) less than one year of experience in a poverty area, (3) at least one year of having worked in a poverty area or lived in a poverty area, or both lived and worked in poverty areas. All raw scores were converted to standard scores within each program. The group with less than one year of poverty area experience scored significantly higher than each of the other groups. The authors hypothesized that those with less than a year of poverty experience were largely middle-class, well-educated college graduates who have sufficient motivation, idealism, and initiative to spend a long vacation in volunteer poverty work and that since ratings were of performance in the program rather than on the job, this group would be expected to do better. Nevertheless, they felt that it is still possible that one of the other groups would be more effective in actual work with the disadvantaged because of their greater experience with such persons. (LC)

ED 011608 Whitesides, Sheila
ADMINISTERING THE POSR TO LOWER CLASS CHILDREN. 29 November 1965. 5 p.
Price: MF $0.25 HC $0.35

A questionnaire was used for obtaining a rating of junior-teachers from their pupils in a grade school where the children were of Latin-American descent and from a low socioeconomic status. The questionnaire that had been used before with middle-class children in two other schools consisted of 40 questions requiring "yes" or "no" answers. The investigator found that the first- and second-grade children had not been tested before in any way. They could not understand directions. Instructions to circle the correct answers confused them, and they could not follow the questions when spoken in English. For the first two grades, questions had to be read first in English and then in Spanish. Some words and concepts used in the test appeared to be too advanced for the majority of the students tested in Grades 1-6. The investigator concluded that (1) reading questions in both English and Spanish may help at all grade levels and (2) Spanish-speaking persons can elicit more cooperation from the pupils, and, perhaps, more honesty in the answers than an Anglo. (AL)

ED 011631 (AC) Johnson, Raymond L.; and others.
MEASUREMENT AND CLASSIFICATION OF TEACHER ATTITUDES TOWARD ADULT ILLITERATES. 11 p.
Price: MF $0.25 HC $0.65

As a first step in a study of the role of attitude and attitude change as a variable in the interaction between basic literacy teachers and their adult students, a general procedure for the classification of attitudes by detecting "attitude clusters" was developed. This report discusses how the member components of clusters may be represented as a simple closed structure called a circumplex. Cluster analysis and the construction of a circumplex were used with group data obtained from a class of 23 young Negro women teacher trainees in adult basic education. This method is also appropriate for intensive study of a single subject. Each trainee completed a 100-item attitude scale at the beginning of a one-week orientation and training course, and again at the end of the course. Respondents' judgment for each item was made on a seven-point bi-polar "true or false" scale, with intervals numbered consecutively from one through seven. This report includes the attitude scale used and circulant correlation matrices, and discussions on the detection of clusters and the construction of the circumplex. (AJ)

ED 011907 (UD) Flaxman, Erwin; Zinn, Victor
THE EDUCATION OF TEACHERS OF THE DISADVANTAGED, A SELECTED BIBLIOGRAPHY. New York, N.Y.: Yeshiva University, ERIC Clearinghouse. 13 p.
Price: MF $0.25 HC $0.75

This bibliography of research, theoretical, historical, and anecdotal material is a brief, representative list of references which reflect the current thinking about the training needs of the teacher of socially disadvantaged children and youth. The approximately 110 works cited include journal articles, books, speeches, doctoral dissertations, conference proceedings, and selected reports of teacher education programs throughout the country and OEO and NDEA teacher institutes. Most of these published and unpublished works were produced during the 1960s. (JL)

ED 011988 (AC) Hely, Arnold S. M.
SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS. MANUALS ON ADULT AND YOUTH EDUCATION, NUMBER 5. Paris, France: UNESCO, 1966. 50 p.
Price: MF $0.25 HC $2.60

Experiences of Jordan, Thailand, Viet-Nam, Ecuador, United Arab Republic, Philippines, Madagascar, Italy, Venezuela, Peru, India, Ghana, and Colombia in their recent experiments in training and employment of school teachers for adult literacy work and community education are analyzed to illustrate the effectiveness of their procedures. Generally two methods were used, both pointing to the need for increased numbers of literacy and adult education specialists--(1) using existing teachers and other experts on a voluntary, part-time basis, and (2) training special adult educators or literacy experts who constitute a special section of the teaching profession. While persons trained in the teaching of adults are needed, the role of the school teacher should not be underestimated for he has the educational background and training, an access to parents through his contact with children, and is aware of community needs and eager to solve the educational, economic, human, and social problems in his environment. (AJ)

ED 012189 (RC) Potts, Alfred M., II
KNOWING AND EDUCATING THE DISADVANTAGED, AN ANNOTATED BIBLIOGRAPHY
Alamosa, Colo.: Adams State College, 1965. 462 p.
Price: MF $1.75 HF $23.20

"Knowing and Educating the Disadvantaged" is an annotated bibliography of materials related to the education of migrants or the economically disadvantaged. It is arranged by both topic and title indexes. Topics include agriculture, American culture, directories, bibliographies. guides, handbooks, administration and organization of education, adult education, culture, early childhood education, elementary education, educational goals, health education, home economics, Indian education, migrant education, primary education, rural education, secondary education, education and general statistics, teacher education, vocational education, guidance and counseling, health, immigrants, Indian Americans, labor, language and language arts, legislation, migrants, minority groups, Negro Americans, poverty psychology, public relations, Puerto Ricans, sociology, Spanish Americans, and tests and testing. (CL)

ED 012192 (RC) Henderson, George M.; and others.
UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD, AN OVERVIEW GUIDE FOR LEBANON CLASSROOM TEACHERS. 3 March 1966. 35 p.
Price: MF $0.25 HC $1.85

This guide provides classroom teachers with an overview of the characteristics of cultural and educational deprivation, and indicates how these characteristics influence the deprived child's reaction to the entire school setting. Suggestions are given for helping the teacher adjust to the school. A bibliography concludes the guide. (BR)

ED 012253 (SP)
A REPORT ON THE SECOND YEAR, 1964-65, OF THE URBAN SEMESTER, A PROGRAM IN TEACHER EDUCATION OF THE ASSOCIATED COLLEGES OF THE MIDWEST. Chicago, Ill.: Associated Colleges of the Midwest, September 1965. 70 p.
Price: MF $0.25 HC $3.60

To prepare students for teaching in urban schools, 27 selected senior students from Associated Colleges of the Midwest (ACM) spent 16 weeks (beginning in September 1964) observing, teaching, and studying in Chicago. The first 8 weeks were spent in an average socioeconomic-level school and the final 8 weeks in a disadvantaged school. The students were closely supervised by two sponsor teachers and were elected to participate in a variety of extra-class activities and to submit weekly logs describing their activities. Seminars were held in (1) urban sociology, dealing with various points of view on issues related to youth and their problems in urban areas and (2) urban education, concerned with the objectives, practices, and problems of city schools and basic problems of student teaching. Field trips and videotape recordings of the students' teaching behavior were also employed. To facilitate the exchange of ideas and experiences the students and faculty supervisors were housed together in an apartment-hotel near the University of Chicago. Overall evaluation of the 1964 program by the participating students was very favorable, particularly with regard to the richness of the student teaching experience. The handbook furnishes descriptive information about the program and outlines the responsibilities of staff participants. This document is also available from the Northfield Office, Programs in Teacher Education, 208 Elm Street, Northfield, Minnesota 55057. (AW)

ED 012271 (SP) Jablonsky, Adelaide; and others.
IMPERATIVES FOR CHANGE, NEW YORK STATE EDUCATION CONFERENCE ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHERS OF THE DISADVANTAGED (YESHIVA UNIVERSITY, April 10-11, 1967). New York, N.Y.: Yeshiva University, Ferkauf Graduate School; Albany, N.Y.: New York State Education Department. 1967.

These proceedings report 19 discussion debates, each represented by a number of papers in four major areas--(1) concern for attitudes and behavior (administrative commitment, cooperative college-school system efforts, culture shock, staff and student attitudes and behavior, and sensitivity training), (2) concern for people (teaching ethnic groups, selecting students, human resources, involving community and parents, and learning from special programs), (3) concern for techniques (preservice student teaching, field work, inservice education, instructional resources and equipment, and innovative methods), and (4) concern for special curriculum aspects (philosophical and psychological bases, role of the humanities, reading and language arts, and bilingualism).

The formal papers are followed by reaction papers, overall evaluation of the conference, a conference summary of "Imperatives For Change," and a directory of current New York State collegiate programs for teachers of the disadvantaged. This document may be ordered through ED 018544 (Price: MF $0.75 HC $6.50), which it duplicates. (AF)

ED 012285 (UD) Landes, Ruth
CULTURE IN AMERICAN EDUCATION--ANTHROPOLOGICAL APPROACHES TO MINORITY AND DOMINANT GROUPS IN THE SCHOOLS. 1965.
DOCUMENT NOT AVAILABLE FROM EDRS.

This book describes an experimental teacher and social worker training program which combined the tenets of anthropology and education in an effort to solve the school welfare problems of minority groups in California, especially those of Negroes and Mexican Americans. This cultural approach is discussed in chapters on the culture clash in the schools, in the questions teachers ask about their cultural groups, and in a review of anthropological concepts and methods. Also described are the courses developed for the teachers, training in the schools for dealing with intercultural problems, social work counseling, and special projects carried on by teachers participating in the program. The appendixes include an outline of aspects of Mexican American life, a chart comparing Negro-white relations in the United States and the United Kingdom (with some material on Brazil), and a brief discussion of the American Indian. There is also an extensive bibliography. This book was published by John Wiley and Sons, 605 Third Avenue, New York, New York 10016, 330 pages, $7.95. (NH)

ED 012292 (UD) Curran, Robert L.; Guertin, Wilson H.
THE WAR ON POVERTY AND THE SOCIAL ORIGINS AND TRAINING OF EDUCATION STUDENTS. 1965.
DOCUMENT NOT AVAILABLE FROM EDRS.

The ability of Americans to communicate effectively across social class lines is basic to any efforts for social change. A study of the social background of education students sought to determine whether there is a trend toward a distribution which matches that of the population at large, and whether the supply of teachers from lower social classes is remaining constant. A comparison of the percentage distribution of the social origin of students in education classes in 1955 and 1963 showed a trend toward a lower supply of teachers from labor origins (none were from unskilled occupational background) and an increase in the supply from the professional and managerial classes. If one assumes that the education of the disadvantaged is most effective when the social class backgrounds of teachers and students are similar, then these data show the urgent need for radically changed behavioral science training of education students. Such an approach would allow for more "intimately interpersonal transactions" between teachers and students of different social status. This article was published in "Journal of Teacher Education," Volume 17, Number 4, Winter 1966. (NH)

ED 012438 (AL) McIntosh, Lois
HOW TO TEACH ENGLISH GRAMMAR. April 1967. 19 p.
Price: MF $0.25 HC $1.05

A discussion of the basic tenets of teaching English grammar to nonnative speakers, as followed in the English as a Second Language (ESL) Program at the University of California at Los Angeles, is presented in this paper. The introduction of grammar points to be practiced and the generalization process which follows are described in nontechnical language. Various types of drills illustrate implementation of the grammar lesson. Particular importance is given to the age levels of the students as affecting the type of grammar presentation. (AMM)

ED 012439 (AL) Povey, John F.
LITERATURE IN THE ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM PROBLEMS OF LANGUAGE AND CULTURE. (TITLE SUPPLIED).
April 1967. 11 p.
Price: MF $0.25 HC $0.65

The situations encountered and the methodology and materials employed in teaching English literature to college-level foreign students are discussed. Dangers inherent in simplifying English literature, as well as difficulties arising from literary styles too colloquial or archaic for nonnative speakers, are pointed out. Noncomprehension of literature which in the main derives from ignorance or misunderstanding of the cultural background of the literature may be lessened by more careful selection of reading pieces. Practical suggestions for introducing a new short poem in an English as a second language (ESL) class include a lexical explication first and presentation afterwards. This paper was presented at the ESL Section of the Annual Meeting of the National Council of Teachers of English (Houston, November 1966). (AMM)

ED 012710 (SP) Beker, Jerome; and others.
SCHOOL DAYS. Syracuse, N.Y.: Syracuse University, Youth Development Center, 1967. 42 p.
Price: MF $0.25 HC $2.20

To determine whether public school education is "different" in inner city, suburban, and rural environments, this observational pilot study undertook to define teacher and pupil perception and expectation of school. A first- and a sixth-grade class in each of the three environments was observed in depth, with teachers and students asked to respond to five questions on what they considered an "ideal student." Only sixth-grade data were used (first grades were harder to differentiate, either because fewer learned patterns or similar treatment of young children by teachers). School records showed student background, apparent ability, and achievement differed predictably (rural and inner city students appeared less able and/or less effectively educated, suburban students were most homogeneous, inner city and rural sixth grades served an older and wider age range, inner city intelligence and achievement scores were most variable). Inner city pupil attitudes proved negative-suburban, positive and rural, passive. Although all three teachers were committed to their work, all reinforced behavior already there, and each classroom was negative and damaging in some respects. The inner class had a custodial atmosphere, the suburban class seemed "prep," and the rural class was only being educated for rural life. This document will be published in Among the People--Encounters With the Poor. By Basic Books, 404 Park Avenue South, New York, New York 10016, in 1968. (AF)

ED 012734 (UD) Weinstein, Gerald; and others.
CULTURE SHOCK. April 1967. 7 p.
Price: MF $0.25 HC $0.45

In a panel, George Bragle and Nathan Gould stress teacher preparation to cope with the threatening impact of culture or reality shock. They recommend modifying the attitudes of teachers by altering their perceptions, providing them with direct experience with the sociocultural milieu of ghetto schools, and requiring them to take courses in the social sciences. Donald Lettis accounts for white resistance to integration as a "fear of an alien culture," which middle-class teachers of lower-class pupils could surmount by casual, informal contacts to establish the intercommunication which would lead to more effective teaching and learning. Guided preservice experiences are suggested by Miriam Urdang as means to enable teacher trainees to confront their feelings toward disadvantaged groups. She describes several such efforts and offers some guidelines. Gerald Weinstein, in summarizing the presentations, notes that culture shock was discussed mainly from the teacher's point of view. He suggests that the term reality shock is more accurate than culture shock and that it should be recognized that pupils too experience, this phenomenon. (NH)

ED 012735 (UD) Blair, George E.; and others.
TEACHING ETHNIC GROUPS. April 1967. 8 p.
Price: MF $0.25 HC $0.50

The major theme of five papers of a panel is the need for teachers to understand the diverse cultures and value systems of their pupils. Sister Francis Maureen points up the sensitivities and close relationships of Puerto Rican children, and Reverend Joseph Fitzpatrick remarks on the intense family feeling, noncompetitive attitudes, and lack of color bias among this group. Vera John reviews the traditional educational theories used in schools for Indians and Mexican-Americans and criticizes the stress in them on learning English. She feels that a bicultural and bilingual system would be much more effective. Gloria Mattera's report on migrant children stresses the need for background information about, and direct contact with, the culture of these people. She recommends that language, vocabulary, and skill development be based on the pupil's own experiences and that teachers improve the child's self-concept. Marcella Williams discusses the need for programs to develop in teachers diagnostic skills and techniques for enhancing the Negro student's self-concept. George Blair, the summarizer, notes the superficial repetitions of the obvious and the platitudinous strategies which the panel offers. He says that the issue of quality integrated teaching and learning was sidestepped and that the educational establishment appears to opt to preserve the "status quo." (NH)

ED 012737 (UD) Gordon, Edmund W.
INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED, YESHIVA UNIVERSITY. THE STATUS OF RESEARCH RELATED TO THE EDUCATION OF THE DISADVANTAGED. (TITLE SUPPLIED). April 1967. 7 p.
Price: MF $0.25 HC $0.45

This review of research notes that the educational handicaps of the disadvantaged have not been conceptualized adequately, in part because the disadvantaged mistakenly have been considered a homogeneous group. So far, there has been no study of the dialetical relationship of the disadvantaged learner's cognitive processes, affective mechanisms, and achievement systems, which together make up the teacher-learning process. An analysis of studies of (1) the relationship between intelligence and socioeconomic status or ethnicity, (2) intelligence as an interactive process, and (3) the relationship between intelligence and academic performance, illustrates that such research on the static measures of function and status is inadequate to explain fully the learning problems of the disadvantaged. Rather, process analysis and interaction studies offer the most meaningful paths for developing intervention procedures. A survey of the well-known research on the affective development of lower-class children shows that the most important variables for school success and upward mobility are attitudes toward the self and the environment. However, the data on the influence of these attitudes are not so clear as on other factors. Research on teacher education programs points to their failure in teaching the skills of behavioral analysis and in providing the means for understanding the nature of the disadvantaged child. (NH)

ED 012738 (UD) Green, Robert L.
EVALUATION OF THE NEW YORK STATE EDUCATION DEPARTMENT CONFERENCE, NUMBER 1. April 1967. 5 p.
Price: MF $0.25 HC $0.35

The major problem facing education, according to this review of the conference, is to develop the most effective learning programs for disadvantaged youth, which should be evaluated scientifically. Rigorous study is needed of such issues as (1) the nature of the most effective program for the disadvantaged learner, (2) the assessment of the basic cognitive structure of disadvantaged youth, and (3) the predictive validity of test scores. The relationship between the child's perseverance at a task and the degree of interest and challenge it presents should also be studied. Compensatory programs, too, must be critically scrutinized. Because some evidence shows that they are not the most significant variables in educational change, attention must also be given to selection of teachers and teacher candidates, as the teachers can significantly change a student's attitudes. It is felt that the conference overlooked the importance of school integration in educating the disadvantaged. The public schools must assume responsibility for desegregation, and schools of education must instill a commitment to integration in the schools and in society. The schools could also enhance the self-image of all minority groups by teaching about their historical contributions. (NH)

ED 012866 (AC) Richardson, William; Shelton, Donald
SYLLABUS FOR ADULT EDUCATION PROGRAMS FOR TEACHERS OF DISADVANTAGED, ED, 444G. Monmouth, Ore.: Oregon College of Education, 1 November 1966, 69 p.
Price: MF $0.50 HC $3.55

Broad topics covered in the syllabus for teachers of adult basic education are--the introduction to the course, definition of the disadvantaged population (conditions and problems of minority groups and their characteristics), adult learning process (motivation, objectives, types of teachers needed, teaching techniques), counseling and guidance (basic principles, responsibility of staff members for counseling, testing), adult education development and history, adult education program (types of programs, legislation, migrant adult education), introduction to adult basic education curriculum (development of basic and intermediate skills), vocational education (types of programs and materials used), and general educational development testing program and certificate of equivalency (uses and preparation for tests) including future trends in adult education. The extensive bibliography includes teacher materials, student materials, and films and filmstrips. (AJ)

ED 012878 (AC) Fitzgerald, Hunter
ADULT BASIC EDUCATION NATIONAL TEACHER TRAINER INSTITUTE (CALIFORNIA POLYTECHNIC STATE COLLEGE, VOORHIS CAMPUS, JULY 10-28, 1967).
Los Angeles, Calif.: California University, 1967. 63 p.
Price: MF $0.50 HC $3.25

The 1967 Western Region Teacher Training Institute at California Polytechnic State College was designed to provide training for administrators and teachers of Adult Basic Education (ABE) programs in six states. The Institute focused on five broad areas--understanding the ABE student, methods of training ABE instructors, administration, program evaluation, and ABE curriculum. The Teacher Institute, subdivided into elementary education or English as a second language interest groups, featured lecture-discussions and small group activities in which instructional methods and materials, educational technology, guidance and counseling techniques, and methods of evaluation and measurement were studied. In the Administrative Institute, divided into nine project groups, each participant developed a project to be used in his community. Four evenings a week participants in both institutes observed and taught in ABE classes in Los Angeles. Recommendations for future workshops were--conduct separate workshops for rural and metropolitan ABE programs, provide for a more consistent method of participant selection, select staff associates from previous Institute participants, and separate administrator and teacher institutes. (AJ)

ED 012902 (AL)
ENGLISH AS A SECOND LANGUAGE FOR FRENCH-SPEAKING STUDENTS IN SECONDARY SCHOOLS. Toronto, Ont.: Ontario Curriculum Inst., August 1965. 46 p.
Price: MF $0.25 HC $2.40

This report was submitted in July 1965 by the Francais Subcommittee and the Modern Language Committee to the Ontario Curriculum Institute. The subject was a survey undertaken in 1964 to study the teaching of English in Canadian secondary schools attended by French-speaking students. The fundamental issue involved in the secondary education of these students is the problem of bilingualism. Since a student's ability to cope with a second language is in direct relation to the level of his achievement in his mother tongue, a school system that aims at strengthening and maintaining the first language contributes strongly and directly to the development of the second. Among the recommendations made by the committee (based on these assumptions) were the following--(1) The curriculum in English (grades 9-13) should be more suited to the language ability and needs of the French-speaking students. (2) Appropriate and suitable texts and examinations should be provided. (3) Teacher-training institutes should provide a course in methods and techniques for teaching English to French-speaking students. (4) Regulations should allow more extensive use of French. (5) French-speaking secondary school students (under certain conditions) should be grouped homogenously. This report was published by the Ontario Curriculum Institute, Toronto, Ontario, Canada. (AM)

ED 012906 (AL) Stewart, William A.
RESEARCH IN PROGRESS--SOCIAL DIALECTS OF ENGLISH. Washington, D.C.: Center for Applied Linguistics, September 1967. 44 p.
Price: MF $0.25 HC $2.30

Included in this report are brief descriptions of 36 current, projected, or recently completed social dialect studies in English. The third in a series, Report No. 3 completely supersedes the previous reports (which were entitled "Current Social Dialect Research at American Higher Institutions, Nos. 1 and 2"). The projects outlined in this report deal with many aspects of sociolinguistics, including linguistic analysis of dialects, materials preparation for teaching standard English to speakers of other dialects, pilot studies, dialect contact and change, and research on teaching methods for speakers of certain dialects. In each case the report gives the name and location of the principal investigator to aid researchers needing more detailed information not given by the report resumes. (JD)

ED 013094 (JC) Hilleary, Louis F.; and others.
A PROGRAM OF DEVELOPMENTAL STUDIES, INSTRUCTIONAL METHODS AND CURRICULA UTILIZING COMMUNITY RESOURCES FOR THE EDUCATION OF THE LOW-ACHIEVING AND CULTURALLY DISADVANTAGED STUDENT. Los Angeles, Calif.: Los Angeles Junior College District, 1967. 37 p.
Price: MF $0.25 HC $1.95

This report by a committee of the faculties of the Los Angeles Junior Colleges offers specific suggestions for educating the disadvantaged student. Instructors must appreciate the difficulties of reaching the non-achiever, with his frustration, apathy, and rebellion against education, and they must understand the necessity of encouraging him to increase his knowledge of both himself and his society. Inservice training gives the teacher an opportunity to learn from experienced instructors, to develop and test materials, and to try new teaching methods. The objectives of a program of developmental studies are to help the student develop (1) his knowledge of himself and therefore of his educational goals, (2) his ability to read, write and speak effectively, and (3) his effective place in society at large. Curricula, instructional methods (including the use of tutors and teacher assistants), and materials have been prepared in the fields of communication, psychology, and interdisciplinary studies. Copies of the outlines and demonstration units, as well as other background papers, are available from Louis F. Hilleary, Dean of Instruction, Los Angeles City College, 855 Vermont Ave., Los Angeles, Calif. (HH)

ED 013140 (RC) Watson, William Gene
AN INSERVICE EDUCATION PROGRAM TO FACILITATE INTEGRATION IN OAK RIDGE SCHOOLS THROUGH IMPROVEMENT OF LANGUAGE SKILLS AND RELATED CURRICULUM FROM PRE-KINDERGARTEN THROUGH JUNIOR HIGH SCHOOL. Oak Ridge, Tenn.: Oak Ridge Schools, 30 June 1966. 217 p.
Price: MF $1.00 HC $10.95

This project in the Oak Ridge schools was designed to improve the language arts and reading programs for Negro students at a racially segregated elementary school. It attempted to prepare these students for successful school integration in a differentiated educational program at an integrated junior high school. The program included preschool education, implementation of a special reading program, development of instructional materials, and methods and approaches for dealing with disadvantaged youth in all curriculum areas. A study center was organized at night and manned by volunteer teachers. Extensive work was done by a coordinator in developing better home-school relationships. An inservice teacher education workshop was conducted with consultants brought in to help the teachers in various curriculum area. The report concluded that considerable gains were made in terms of IQ points and reading ability. (JS)

ED 013229 (SP) Long, Charles M.
PROGRAM IN THE PREPARATION OF COLLEGE GRADUATES TO TEACH IN ELEMENTARY SCHOOLS IN URBAN DISADVANTAGED AREAS. New York, N.Y.: City University of New York, Brooklyn College, November 1966. 17 p.
Price: MF $0.25 HC $0.95

To help college graduates with no previous preparation for teaching to qualify as teachers in elementary schools in depressed areas of New York City, thirty to forty students are admitted each year to a new two-stage, 48-credit, graduate program of training leading to the M.S. in education. Students are selected on the basis of academic qualifications, life experience or vocational skills and an expressed commitment to teaching disadvantaged children. Training consists of (1) two semesters and a summer of full-time study leading to a provisional certificate and paid employment as a teacher and (2) continuation of graduate study on a part-time basis leading to permanent certification and the master's degree. The program also (3) provides on-the-job assistance to the beginning teacher during his first year of service, (4) shifts the locale of training from the college classroom to the community and the disadvantaged school, and (5) adjusts the trainees' subject matter so that it directly aids in the teaching of the disadvantaged. Among the problems encountered have been (1) trainee selection (not all the trainees could learn to work effectively with the disadvantaged), (2) the insensitivity of some public school personnel and college instructors to problems of the disadvantaged, (3) highly regimented, high-conflict schools, and (4) content and timing of training experiences. (AW)

ED 013249 (SP) Erickson, Ralph J.
THE SPONSORSHIP OF EXTRACURRICULAR ACTIVITIES IN SOUTHERN DESEGREGATED HIGH SCHOOLS. Richmond, Va.: Virginia Union Univ., 30 June 1966. 50 p.
Price: MF $0.25 HC $2.60

To provide sponsors of extracurricular activities with skills and understandings which will better prepare them to handle integrated situations, the institute met for 5 hours on 15 Saturdays during the spring semester, 1965-66. The teachers, most from Richmond-area schools, were primarily male (about 15 percent), Negro (approximately 75 percent), junior high school (approximately 75 percent), physical education teachers (about 50 percent). Average daily attendance was just under 40 students. Sessions consisted of (a) a presentation by a consultant, either white or Negro, on either integration or extracurricular matters, (b) meetings of small (usually 7 to 12 students) discussion groups which analyzed the week's topic in view of the consultant's ideas and their own reading and experience, (c) role-playing, films, question and answer periods with the consultant, or further small group work, and (d) a presentation by the chairman of the discussion groups summarizing the various problems considered in them. A major problem of the institute was the virtual absence of any useable bibliographical material which related integration and extracurricular activities. Eighteen students receive course credit (5 semester hours) from the institute, while the remaining students audited the course. (AW)

ED 013265 (UD) Frost, Joe L.; Hawkes, Glenn R.
THE DISADVANTAGED CHILD--ISSUES AND INNOVATIONS. 1966.
DOCUMENTS NOT AVAILABLE FROM EDRS.

Part One of this collection of previously published articles contains discussions of the definitions of "The Disadvantaged" and of the scope of the problem of poverty. The articles in Part Two discuss the characteristics of the disadvantaged, the etiology of school dropout, a sociological viewpoint on the education of culturally disadvantaged children, and the value of a school's middle-class cultural orientation. Part Three deals with the nature of intelligence and intellectual development. Negro intelligence, environmental effects on intelligence, and IQ tests and testing. Part Four, on the education of the young child, contains articles on sensory deprivation, early childhood behavior, and teaching strategies for preschoolers. The material in Part Five discusses the education of the older disadvantaged child, education in urban and rural areas and for migrant youth, and contains an overview of research on the education of disadvantaged. Part Six is devoted to teaching methods and materials in language arts, mathematics, and science. The articles in Seven discuss teacher training, and the final section, Part Eight, deals with individual, family and community factors in cultural disadvantagement. This document is available from Houghton Mifflin Company, 53 West 43rd Street, New York, New York 10036, 445 pages, for $4.95. (NH)

ED 013268 (UD) Havighurst, Robert J.
EDUCATION IN METROPOLITAN AREAS. 1966.
DOCUMENTS NOT AVAILABLE FROM EDRS.

This book discusses the effect of metropolitanism on education. Metropolitanism is viewed both as a set of "events" and as a set of "goals" or "tasks" which contemporary society should achieve. One part of the book discusses the social structure and growth of metropolitan areas and the operation of metropolitan school systems. Such issues as socioeconomic status, racial stratification, mobility, urbanization, characteristics of suburbs, school segregation, and various kinds of schools and types of education are described in this section. Another section is devoted to contemporary social changes in which urban renewal and the Negro social revolution are particularly significant. Because these social changes present a special challenge to teachers, one chapter in this section deals with the social origins, attitudes, preparation, and minority-group status of teachers in big city schools. The final chapter of the book discusses the school system as a functional social system in the metropolitan area. The book contains an appendix of statistical data and a full bibliography. Available from Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111. (NH)

ED 013277 (UD) Breitrose, Henry S.; Voelker, Janet K.
PRODUCTION OF A MOTION PICTURE FOR THE IN-SERVICE TRAINING OF TEACHERS IN PROBLEMS OF HUMAN RELATIONS IN TEACHING THE SOCIO-ECONOMICALLY DISADVANTAGED AND EVALUATION OF THE MOTION PICTURE. FINAL REPORT. Palo Alto, Calif.: Stanford University, April 1967. 22 p.
Price: MF $0.25 HC $1.20

A project produced a film designed to improve the education of disadvantaged children. The 16mm black-and-white sound film, "For All My Students," contrasts poor and effective teaching techniques in integrated classrooms. It attempts to convey that dealing successfuly with classroom human relations problems can determine success or failure in teaching disadvantaged students. The film is prepared for pre-service and inservice secondary school teachers and counselors of Negro students but is appropriate for teachers at other levels and of other minority group students and for school administrators. The film should be followed by discussion, for which a guide has been prepared to accompany each print. (The study guide is appended to the report.) The project staff submitted questionnaires to teaching interns at two universities to evaluate the film's effectiveness and found that both groups felt the film accomplished its major goal. The film is available for rental or sale from the Extension Media Center, University of California Extension, Berkeley, California 94720. (NH)

ED 013282 (UD) Reddick, L.D.
TO IMPROVE TEACHERS FOR INNER-CITY SCHOOLS. FINAL REPORT. Baltimore, Md.: Coppin State College, May 1967. 161 p.
Price: MF $0.75 HC $8.15

A one-year undergraduate teacher education program designed to prepare volunteer students to teach in inner-city elementary schools was initiated by the small, predominantly Negro Coppin State College in Baltimore, Md. The 19 volunteers were mostly lower middle-class, 15 were from the Baltimore area, and 18 were Negro. Thus, as "indigenous" personnel they would have greater rapport with the inner-city students whom they were to teach. The program offered courses which focused on problems in educating the culturally different in large urban areas. A special lecture series was presented with the expectation that community residents would attend and thus feel a part of the college's teacher education program. Teaching demonstrations at the on-campus laboratory school helped to prepare the volunteers for the supervised practice teaching which they subsequently did in three inner-city elementary schools. In some of the comments in written evaluations of the program, the volunteers criticized the laboratory school for having an uncharacteristic middle-class student population. However, the project was generally felt to be a success. Four months of followup observations showed that the volunteers were functioning effectively in their new full-time classrooms. (Appendixes include the college's handbook for student training and other relevant materials.) (LB)

ED 013288 (UD) Passow, A. Harry
TOWARD CREATING A MODEL URBAN SCHOOL SYSTEM--A STUDY OF THE WASHINGTON, D.C. PUBLIC SCHOOLS. New York, N.Y.: Columbia University, Teachers College, September 1967. 605 p.
Price: MF $2.50 HC $30.35

Extensively reported are the findings and recommendations of a comprehensive 15-month study of the Washington, D.C., public schools. Such a survey, it is felt, will help to create a model urban school system which will offer pupils quality education differentiated to meet their individual needs. Thirty-three specialized task forces collected data on all aspects of the school systems--pupil population, professional staff, instructional program, materials, administration and organization, services, plant, resources, finances, community relationships, and work with nonschool agencies. The study committee found among other things that (1) school grouping procedures were both abused and abusive, (2) the school system was becoming rapidly resegregated, (3) curriculums were not particularly adapted to an urban population, and (4) academic achievement was substandard. Among the recommendations for instructional organization are proposals that the citywide tracking system be abolished and that preschool education become a regular school system policy. Recommendations for school integration include suggestions that experimental metropolitan school parks be established and that there be better racial balance of students and faculties in existing schools. It is also suggested that there be community schools which would offer services based on neighborhood needs and that teachers and principals of individual schools should be largely responsible for curriculum redevelopment. Recommendations are also made for changes in staffing practices, budget policies, pupil and welfare services, and vocational, adult, and continuing education, among others. (LB)

ED 013447 (AL) Allen, Harold B.
A SURVEY OF THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKERS IN THE UNITED STATES. Champaign, Ill.: National Council of Teachers of English, 1966.
DOCUMENT NOT AVAILABLE FROM EDRS.

This two-year pilot study, covering the period between April 1964 and April 1966, provides statistical information concerning the educational background and qualifications of the teachers, the variety of teaching situations, and the materials involved in the teaching of English as a second language in the United States. Specific problems and needs in the field are pointed out. Recommendations of the committees on administration, teacher preparation, methods and materials, and research are included in Appendix A. Representative English-teaching programs in New Mexico, Florida, Maine, California, New York, Arizona, and Utah are described in Appendix B. Appendices C and D contain the questionnaires used in the survey and a list of tables and key findings. This document is published by the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois, 61820. (AM)

ED 013721 (RE) Maxwell, Martha J.
TRAINING COLLEGE READING SPECIALISTS. Newark, Del.: International Reading Association, December 1966.
DOCUMENTS NOT AVAILABLE FROM EDRS.

The University of Maryland, aiming to develop a pool of trained reading personnel to carry out the program offered in the reading and study skills center, introduced a special graduate reading course, "Internship in College Reading and Educational Skills." The practicum meets 2 hours weekly, carries 3 hours credit, and is open to doctoral students who are majoring in college student personnel or planning to work in developmental reading. Supervised experience in working with college students who have educational skills problems is provided. One session per week is a lecture on the theory of different aspects of college reading, and the second is a demonstration and discussion of techniques, materials, and equipment. Extensive readings are assigned weekly, and trainees are required to participate in the following activities--testing and diagnosis of learning difficulties, familiarization with materials and equipment used in educational skills improvement supervising students working in the laboratory, evaluating student progress, preparing and discussing case studies, conducting and evaluating research in college reading, conducting followup interviews, developing new materials, and student evaluation. The 16 lecture topics, the required outside readings, the rating scale for student evaluation, and references are given. This article appeared in "Journal of Reading," Volume 10, December 1966. (RH)

ED 013769 (SP)
PROVISIONS FOR POTENTIAL DROPOUTS THROUGH IN-SERVICE EDUCATION FOR TEACHERS. Chicago, Ill.: Chicago Public Schools, May 1964.
DOCUMENT NOT AVAILABLE FROM EDRS.

This report by a citywide committee describes existing programs for potential school dropouts and recommendations for expansion and improvement. Among the existing provisions are (1) regular inservice sessions for teachers in areas where the dropout rate is high, (2) periodic faculty meetings, (3) a faculty committee to give some direction in providing motivating learning projects, (4) individual assistance to faculty members having particular difficulties (5) family discussions. At the district level, there is (6) a special orientation day for new teachers prior to the opening of the school term on the systemwide level (7) the bureau of human relations provides inservice courses in human relations problems. Among the recommendations for expansion and improvement are (a) employment of nonprofessional staff as teachers' aides, lunchroom supervisors, audio-visual helpers, clerical assistants, etc. and (b) provision of increased time for inservice education of teachers on a regular basis. Additional recommendations include (1) teachers should visit the pupils' homes after school hours to improve the home-school relationship, (2) parents of prekindergarten and kindergarten pupils should be urged to encourage their children to do well in school, and (3) counseling services should be made available to all age groups, especially the 14-16 year group. Document available from publisher. (LC)

ED 013771 (SP) Furno, Orlando F.; and others.
RESEARCH DESIGN FOR EVALUATING PROJECT MISSION. Baltimore, Md.: Baltimore City Public Schools, July 1966. 118 p.
Price: MF $0.50 HC $6.00

This report outlines designs for 8 possible research studies which could be undertaken with regard to Project Mission, a program to prepare teachers for assignment to inner city schools. They are (1) a study of attrition rates of student intern-teacher enrollees in training in Project Mission, (2) teacher characteristics of Project Mission interns who graduate and accept Project Mission positions (3) the climate of learning in Project Mission classes, (4) environmental characteristics and background experiences of Project Mission children, (5) research on children's word associations, (6) development of Project Mission interns in working with inner-city students, (7) the effects of Project Mission on students' academic achievement and study skills, and (8) an evaluation of Project Mission's curriculum. Appendices containing examples of (a) personal history and experience inventories, (b) internship evaluation forms, (c) words lists for research study number 5, and (d) training techniques inventories are also included. (AW)

ED 013777 (SP) Riessman, Frank
IT'S TIME FOR A MOON-SHOT IN EDUCATION. October 1965. 16 p.
Price: MF $0.25 HC $0.90

Among a number of specific techniques for teaching the disadvantaged are (1) the dialect game, in which the child's slang, "hip" talk, or mispronunciation is used as the basis for learning more conventional terminology or for conveying meanings to him which he otherwise would not grasp, (2) the helper principle (6th-graders can be helpful in teaching younger children and can benefit themselves from playing the teacher role), (3) role playing (acting out words or historical events or economic transactions). (LC)

ED 013795 (SP) Rodgers, Frederick
THE TEACHER CORPS PROJECT AT NEW YORK UNIVERSITY. 4 p.
Price: MF $0.25 HC $0.30

The Teacher Corps Project at New York University prepares former Peace Corps volunteers for teaching in disadvantaged schools. A program candidate must have a bachelor's degree in either mathematics, science, language arts or social studies. The program has three phases: (1) pre-service (interns work in the morning with local agencies in community activities and with educational activities sponsored by the New York school system and community organizations, and in the afternoons in university and public school classrooms), (2) inservice (interns gradually assume responsibility in their assigned school before finally becoming fully responsible for active participation in community-directed functions), (3) postservice (interns attend a workshop on the synthesis of theory and practice, during which they develop pilot curricula and research projects). The interns' course work focuses on (a) the educational and [illegible]ial aspects of poverty, (b) the psychology and education [illegible] the slow learner, (c) the role of the teacher and the curriculum of the schools, (d) the social, economic, and cultural forces which contribute to the slum child's classroom malfunctioning and the techniques required for analysis and remediation, and (e) the interns' development of the skills for teaching reading and individual subject. (AW)

ED 013852 (UD) Tannenbaum, Abraham J.
AN EVALUATION OF STAR, OR THE EFFECTS OF TRAINING AND DEPUTIZING INDIGENOUS ADULTS TO ADMINISTER A HOME-BASED TUTORING PROGRAM TO FIRST GRADERS IN AN URBAN DEPRESSED AREA. New York, N.Y.: Mobilization for Youth Inc., August 1967. 33 p.
Price: MF $0.25 HC $1.75

To raise the literacy levels of disadvantaged children through the use of indigenous nonprofessionals in a home-based tutoring program the Supplementary Teaching Assistance in Reading (STAR) program offered reading readiness instruction to 490 first-grade children of lower-class Puerto Rican origin. Monolingual and bilingual nonprofessionals either tutored the child in the home with the parent observing and supplementing the instruction or taught the parent directly and had no contact with the child. The lessons in reading readiness were organized around code breaking, formal language, and visual-perceptual exercises. The STAR program was evaluated after six months on the basis of the scores on nine tests of 19 STAR children, 12 STAR dropouts, 90 reading clinic children who received direct help from reading specialists, and 23 controls. The preprogram functioning level of the STAR children was not available for comparison. The results generally indicated that the STAR children had higher mean scores on all nine tests than the other groups. However, in comparison with the national norms of the Metropolitan Readiness Tests, the STAR children were functioning only at an "average readiness status," despite the special intervention efforts. The possible differences between STAR pupils who received direct tutoring from the nonprofessional aides and those who received help from the parent trained by the aide were not significant. No attempt was made to correlate parent involvement and pupil achievement. (EF)

ED 014452 (SP)
MINUTES AND PROCEEDINGS OF THE CONFERENCE OF THE CALIFORNIA COUNCIL [illegible] THE EDUCATION OF TEACHERS (SANTA BARBARA, MARCH 30-APRIL 1, 1967).
[illegible]amento, Calif.: California State Dept. of Education, 1 April 1967.
69 p.
Price: MF $0.50 HC $3.55

This report contains the minutes and proceedings of the 1967 Santa Barbara Conference on the Preparation of Teachers for Culturally Disadvantaged Youth. Included are (1) reports from the commissions on accreditation, certification, and legislation, (2) reports of the five general sessions held under the topic headings (a) "A School Board President's Views on the Preparation of Teachers for the Culturally Different," (b) "Teachers' Views on Preparation for Teaching the Children of the Poor," (c) "School-College Cooperation--Implications for the Preparation of Teachers for the Culturally Deprived," (d) "Model Programs--Presentation and Discussion," and (e) "Analysis, Reactions, and Next Steps," (3) reports of the group discussions held, (4) minutes of the business meeting, and (5) a roster of participants. (AW)

ED 014457 (SP) Hanna, Lyle; and others.
REPORTS ON "TEACH," TEACHER EDUCATION FOR ADVANCING THE CULTURALLY HANDICAPPED. PROJECT REPORT--IMPLICATIONS AND RECOMMENDATIONS.
Los Angeles, Calif.: California State College, School of Education, January 1967. 136 p.
Price: MF-$0.75 HC $6.90

A detailed summary of Project "TEACH" (To Improve Preparation of Teachers for Inner-City Schools) presents the following findings--(1) Special training and field experience should begin in the freshman year and continue on through graduate work. (2) The entire program should relate to the "laboratory" of the urban community. (3) The recommended interdisciplinary approach would (a) encourage future teachers to develop an inquiring instead of a receptive mind, (b) include the teachings of social psychology, (c) bring the latest teaching techniques into the college classroom (no more "teacher tell, student do"), (d) become an integrative experience based on observation and participation in practical situations, (e) observe and analyze behavioral problems through use of peer controls, group behavior, video tape, other audio-visual devices, etc. The important role of the public schools in teacher preparation is stressed. The colleges have too long emphasized preparation of teachers for conventional middle-class schools. If innovative teachers are wanted, the schools should not force them to "play the tenure game." (AF)

ED 014458 (SP) Hanna, Lyle; and others.
REPORTS ON "TEACH," TEACHER EDUCATION FOR ADVANCING THE CULTURALLY HANDICAPPED. FOUNDATIONS FOR TEACHER PREPARATION. Los Angeles, Calif.: California State College, School of Education, January 1967, 112 p.
Price: MF $0.50 HC $5.70

In considering educational foundations (psychological, sociological, philosophical, historical) for preparing teachers of the disadvantaged, project "TEACH" made recommendations for an ideal treatment. (1) Psychology should be taught on a team basis by faculty from both the psychology department and the school of education. (2) The sociology courses should have increased field work and field observation. (3) Philosophy should be postponed until the student has had some teaching experience. (4) In history, greater historical background is needed, and a concentration on minority-group history is urged In summary, in the foundation area, joint teaching, joint appointments, and joint course development between the academic departments and the school of education would greatly improve the preparation of teachers for disadvantaged areas. (RP)

ED 014459 (SP) Hanna, Lyle; and others.
REPORTS ON "TEACH," TEACHER EDUCATION FOR ADVANCING THE CULTURALLY HANDICAPPED. ELEMENTARY TEACHER PREPARATION. Los Angeles, Calif., California State College, School of Education, January 1967. 148 p.
Price: MF $0.75 HC $7.50

To decrease culture shock to the teacher in a disadvantaged classroom, a program of on-site training conducted under Project "TEACH" was administered to 30 selected elementary education majors. The aim of Phase I was to create and implement curricula incorporating meaningful courses designed for teachers of the culturally deprived. Students were taught courses in curriculum, instructional procedures, and language arts materials. A program of observation and participation was initiated, and direct contact was maintained between schools, children, and teachers. After training, the students applying for jobs in the disadvantaged area were immediately hired. Phase II was a followup of these students during their first year of teaching. Questionnaires were sent to students to determine their reactions to teaching in the light of their preparation, and to their principals to compare "TEACH" teachers with other new teachers. Results include--(1) Positive remarks outweighed negative ones. (2) Some teachers voiced the universal complaint of new teachers about feeling insufficiently prepared in the subject matter, methods, and class control, a complaint seldom shared by principals. (3) All "TEACH" teachers felt Project "TEACH was a definite help to them. (4) Adjustment seemed swift and confident. (5) Administrators had few negative comments and rated "TEACH" teachers above other new teachers. It can be concluded that much of the project success was due to the conduct of training in the target area. (AF).

ED 014460 (SP) Hanna, Lyle; and others.
REPORTS ON "TEACH," TEACHER EDUCATION FOR ADVANCING THE CULTURALLY HANDICAPPED. SECONDARY TEACHER PREPARATION. Los Angeles, Calif.: California State College, School of Education, January 1967. 101 p.
Price: MF-$0.50 HC $5.15

Project "TEACH" was established to improve the education of teachers of the disadvantaged. In the area of secondary education, several goals were set and met. (1) Professors of secondary education were assisted in changing curriculum and increasing their understanding of the culture of poverty by instituting on-site courses in methods and theories and by drawing on new materials and academic area faculty members. (2) The project has directly aided the inner-city schools by participating in NDEA institutes and providing them with a new source of quality teachers. (3) The project, based on informal feedback from administrators and supervisors, seems to have succeeded in training secondary teachers with a high degree of understanding of the culture of poverty who teach effectively. (4) The project has established several areas of necessary change in the training of secondary teachers, namely (a) more relation of practice to theory in methods courses, (b) greater use of on-site courses (with the necessary presence of a college instructor) to demonstrate the realities of the schools, and (c) greater utilization of faculty in the academic areas in teacher education. The project hopes to move ahead with closer cooperation between the school and the college, as well as to develop new aids for the supervising teacher. (RP)

ED 014504 (UD) Tyree, Marshall
A PROJECT TO PROVIDE TEACHER-SUPERVISOR TRAINING NEEDED TO IMPLEMENT IN 12 SCHOOLS SERVICING DISADVANTAGED PUPILS THE PHILOSOPHY, OBJECTIVES, CURRICULUM, BEING DEVELOPED FOR DISADVANTAGED PUPILS IN THE NEW TYPE OF INTERMEDIATE (MIDDLE) SCHOOL. New York, N. Y.: Center for Urban Education, 31 August 1966. 30 p.
Price: MF $0.25 HC $1.60

Two of the 10 sessions of a teacher and supervisor training program in preparation for the opening of some of the New York City pilot intermediate schools were evaluated. Data consisted of observer reports and participants' responses to questionnaires. The participants maintained a high level of achievement and cooperation during both sessions. However, they expressed some resistance because of their apprehension about team teaching, the extent to which they could master the noncontent objectives of the program, and the availability and proper use of unfamiliar teaching materials. (The specific reactions of the participants are included along with sample questionnaires.) (NC)

ED 014524 (UD) Hansen, Carl F.; Nickens, Norman W.
MODEL SCHOOL DIVISION--A REPORT OF THE BOARD OF EDUCATION, June, 1967. Washington, D. C.: District of Columbia Public Schools, June 1967. 64 p.
Price: MF $0.50 HC $3.30

Described in this report is the Model School Division (MSD) which serves the inner-city public schools of Washington, D. C. Functioning as a semi-autonomous unit within the school system, MSD has as its basic objectives improving educational quality, serving the special educational needs of the community, stimulating school-community involvement, and initiating administrative innovations. One of its special goals has been the development of new programs to improve the learning potential of a target population of some 16,500 disadvantaged students. Programmatic innovations include staff development, curriculum improvements, new classroom organization, and cultural enrichment. Other MSD programs have been in the areas of training college graduates for urban teaching, evolving a corps of "paraprofessionals" to be assistants and aides, opening five preschool centers, and developing the MSD units into "community schools." Three new programs which are planned are a cooperative college-school project, a residential junior high school, and a high school course in data processing. Evaluations of MSD have been conducted by independent institutions and by the division itself. The major difficulty faced by MSD is the constant uncertainty about funding and other support from the Board of Education. (NH)

ED 014727 (AL) Ohannessian, Sirarpi
THE STUDY OF THE PROBLEMS OF TEACHING ENGLISH TO AMERICAN INDIANS, REPORT AND RECOMMENDATIONS. Washington, D. C.: Center for Applied Linguistics, July 1967. 46 p.
Price: MF $0.25 HC $2.40

The purpose of the present study was to assess the learning and teaching of English in elementary and secondary BIA schools as well as in adult education programs and selected public schools enrolling American Indian students. The main problem areas studied were--(1) administrative aspects of boarding and day schools, (2) the performance, preparation, recruitment, and retraining of teachers, (3) the performance of students, and (4) instructional materials. The twelve-man study group was composed of specialists in linguistics and the teaching of English to speakers of other languages, American Indian languages, anthropology, psychology of language learning, and other related and pertinent fields. This report describes the preparation and procedures followed in the survey, as well as the major and specific recommendations presented by the study group. The recommendations include--(1) the institution of an independent national advisory council on Indian education, (2) a re-examination of patterns of schooling for Indian students, (3) special preparation, recruitment, and retraining of personnel, and

(4) research projects. This report is also available for $1.25 from the Center for Applied Linguistics, 1717 Massachusetts Ave., N. W., Washington, D. C. 20036. (AMM)

ED 015033 (RC) Willey, Darrells
AN INTERDISCIPLINARY INSTITUTE FOR THE IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS OF THE SOUTHWEST. INTERIM REPORT NO. 2.
University Park, N. M.: New Mexico State University, December 1966. 30 p.
Price: MF $0.25 HC $1.60

In conjunction with an interdisciplinary institute at New Mexico State University, a survey was conducted to determine perceptions and attitudes of community members and school personnel in the provision of equality of educational opportunity for Anglo, Spanish-American and Indian children in Aztec and Tularosa, New Mexico. The major questions asked were--How does the dominant majority Anglo culture view the abilities of Spanish-American and Indian children compared to their own? How does the Spanish-American and Indian parent feel about the abilities of his children compared to their Anglo classmates? Is the failure of Spanish-American and Indian children, in contrast to the relative success of Anglo children in school, perceived as a result of differential treatment by teachers and school administrators? And how much of this failure do the members of the three cultural groups and the educators themselves attribute to inadequacies in the school program? Two distinct patterns emerge from the data. First, members of all groups perceive the Anglo child as most capable, the Spanish-American child as less capable, and the Indian child as least capable of achieving desirable goals. Second, all groups saw pupils as most capable of completing high school, less capable of attending trade school or college, and least capable of finding a job after school. Graphs and a bibliography are included. (JH)

ED 015067 (RC) Gann, Elbie L.
UPGRADING ISOLATED SMALL SCHOOL PROGRAMS, THE WESTERN STATES SMALL SCHOOLS PROJECT. 23 October 1967. 22 p.
Price: MF $0.25 HC $1.20

The history of small schools reveals that even after massive redistricting in the 1950's there were over 5000 small high schools in the United States which could not be redistricted. Most of these schools were financially unable to put more money into their programs, and as a result many became involved in projects (10 are described here) which were to be attempted improvements in the teaching-learning process. Multigraded classes, correspondence courses, multimedia instruction, programed materials, curriculum development, and shared services were among the practices attempted in different areas. The specific practices that seemed to hold most promise for small schools were the nongraded system, team teaching, teacher aides, and individualized instruction in the one-teacher school. It appears to be true that adoption of the aforementioned educational practices can help prevent the isolated small school from being inferior if there is community support, board of education support, and if an experienced and highly trained faculty can be employed. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D. C., sponsored jointly by the U. S. Departments of Agriculture, Health, Education, and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

ED 015143 (SP) Jacobson, Nathan; and others.
TOWARDS EXCELLENCE IN TEACHING, REPORT TO THE SUPERINTENDENT OF SCHOOLS BY THE SCHOOL-COMMUNITY COMMITTEE FOR EDUCATIONAL EXCELLENCE. Brooklyn, N. Y.: New York City Public Schools, 31 January 1966. 28 p.
Price: MF-$0.25 HC $1.50

To improve education in New York City, the recommendations of a group of educators and community leaders included (1) giving new teachers better orientation, easier to teach classes, and reduced clerical work, (2) weekly joint planning by all teachers on a grade level, (3) closer supervision of principals by assistant superintendents, (4) the holding of teachers and supervisors directly accountable for pupil achievement on standardized tests, (5) the awarding of full-pay study sabbaticals to superior teachers, (6) massive continued inservice education, (7) more extensive nation-wide teacher recruitment practices, (8) internship for prospective principals, and (9) better training for new teachers in establishing good community relationships. Appendices include qualification for a family assistant to help disadvantaged families and a plan for assisting liberal arts graduates to become teachers. (AW)

ED 015151 (SP) Cody, Wilmer S.; Shufelt, Lynn, F.
THE ATLANTA AREA WORKSHOP ON PREPARING TEACHERS TO WORK WITH DISADVANTAGED YOUTH (PINE MOUNTAIN, GEORGIA, MARCH 5-8, 1967). Atlanta, Ga.: Urban Laboratory in Education; Atlanta Area Teacher Education Service; Southern Association of Colleges and Secondary Schools; 8 March 1967. 139 p.
Price: MF $0.75 HC $7.05

This is a report of a workshop for 114 Southern educational leaders which aimed at (1) investigating the problems faced by teachers of disadvantaged children, (2) generating ideas for model pre-service and in-service programs for such teachers, and (3) having workshop participants design such programs. There was general agreement that the basic problem was the inability of middle class teachers to understand the culture, needs, and aspirations of lower class children, together with inadequate training to enable the teacher to fashion a program or materials to meet these needs. Suggested teacher education programs emphasized courses in urban sociology, field experience in deprived areas, and training in individualizing instruction and producing learning materials specifically geared to the disadvantaged child. Special stress was placed on improving teacher attitudes toward an understanding of deprived youth. Proceedings of workshop held Mar. 5-8, 1967 at Callaway Gardens, Pine Mountain, Georgia. (AW)

ED 015152 (SP) Metzner, Seymour
THE TEACHER PREPARATION MYTH--A PHOENIX TOO FREQUENT, 1966. 8 p.
Price: MF $0.25 HC $0.50

Evidence is cited to dispute the belief that more teacher education automatically leads to greater pupil achievement. Some studies have shown little or no relationship between teacher knowledge and pupil achievement in elementary school subject matters, and the amount of preparation a teacher has had also has very little effect on pupil achievement. Similar findings followed when supervisory personnel assessed teacher performance. However, these studies used largely white school populations, and some evidence suggests that relationships between pupil achievement and these teacher variables may be slightly stronger for Negro students, although still not potent enough to make a major difference in pupil achievement. It is concluded that what is needed to help the Negro is not more teacher education but a complete restructuring of the educational and social environment of the child, his family and peers. This would involve providing a stimulating school environment for the child, day-care facilities, and the intimate involvement of parents, teachers, and the community in the planning and implementation of programs for their children. (AW)

ED 015221 (UD) Mathews, Virginia H.; Thompson, Wendas
MEDIA AND THE CULTURALLY DISADVANTAGED. Washington, D.C.; Educational Media Council Inc., May 1967. 28 p.
Price: MF $0.25 HC $1.50

Instructional materials, methods, and content must be relevant to the needs of the individual learner. The verbally handicapped student particularly may benefit from audiovisual techniques and materials which involve him in concrete, direct learning experiences. Unfortunately, however, educators are not sufficiently aware of what materials are available, how to evaluate their intrinsic worth, to eliminate this ignorance and to improve the instruction of disadvantaged children, the elementary school teaching project examined specific school programs and arrived at a functional "model for developing relevant content for disadvantaged children." Project Aware, which studied and assessed programs to prepare school personnel for working with the disadvantaged, developed specific guidelines for such programs, including the suggestion that participants be selected who have potential as change agents within their own schools. Among the suggestions offered by the Educational Media Council for the design and selection of instructional materials was the recommendation that content be realistic and identifiable to students. The use of films, as demonstrated in Washington, D.C., school project, is a particularly effective instructional medium. Filmstrips and slides, tapes, "talking-typewriters," and educational television are also valuable tools for teaching the disadvantaged. But while programed instruction may be useful, in a reading improvement project it was found that the children lacked the vocabulary and general skills to make optimal use of the programed texts. This article is Appendix E to the Educational Media Council Study of the Concentration of Educational Media Resources..., Part I--Education of the Culturally Disadvantaged, Final Report. (LB)

ED 015795 (RC) Willey, Darrell S.
AN INTERDISCIPLINARY INSTITUTE FOR THE IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS OF THE SOUTHWEST. INTERIM REPORT NUMBER 3. University Park, N. M.: New Mexico State University, March 1967. 21 p.
Price: MF $0.25 HC $1.15

This third report in a series of four is concerned with an exploratory assessment of the educational opportunity offered by school systems serving two multicultural communities. One system has a pupil population of approximately 1,500 of which 85 percent are Anglo, 10 percent are Indian, and 5 percent are Spanish-American. The other system has a pupil population of approximately 1,700, of which 40 percent are Anglo, 45 percent are Spanish-American, and 15 percent are Indian. Pupil performance was measured by evaluating ability tests, achievement tests, assigned grades, and attendance as reported in the cumulative records. These performance measures are presented by ethnic groups and by grade groups. No conclusions are reported. (SF)

ED 015881 (SP) Klopf, Gordon J.; Bowman, Gardaw
TEACHER EDUCATION IN A SOCIAL CONTEXT. WORKING COPY. New York, N. Y.: Bank Street College of Education, January 1966. 415 p.
Price: MF $1.75 HC $20.85

This study of the preparation of school personnel for working with disadvantaged children and youth contains sections on--(1) profiles of 5 OEO and 13 NDEA programs, (2) case studies of selected programs, including the NDEA Summer Institute for Teachers of Disadvantaged Children and Youth and The Institute for Training Assistants in Preschool and Day Care Centers for Underprivileged Children in Anti-Poverty Target Areas in Boston, (3) the programs as perceived by deans of education and school superintendents, (4) specific programs as perceived by directors, (5) the programs as perceived by the participants, and (6) the recommendations for improving programs. Among the major conclusions are--(a) teacher education curricula should deal intensively with the processes of change, both theoretically and experimentally, (b) the growth sciences (sociology, psychology, anthropology, etc.) need to be taught as integrated constructs with an emphasis on their significance for the educational process, (c) diagnostic principles and skills must be included in the teacher's curriculum, and (d) more student teaching and internship programs are necessary. (AW)

ED 015980 (UD) Green, Robert L.
CRISIS IN AMERICAN EDUCATION--A RACIAL DILEMMA, November 1967. 30 p.
Price: MF $0.25 HC $1.60

American education has not yet sufficiently recognized the critical role of teaching quality and teachers' attitudes as instruments of social change. Unfortunately, data from a survey of 10 major teacher training institutions show that they "are not realistically facing the problem of providing quality teachers for urban youth." A review of some preservice training programs points to the need for teacher educators to improve their knowledge of and attitudes toward disadvantaged youth. Staff in urban education programs should include minority-group faculty members and should offer more intensive and extensive courses to prepare trainees to work in depressed areas. Colleges and school systems should organize cooperative fifth-year programs for beginning teachers, and inservice training programs should include much more direct contact with disadvantaged communities. Activities in inservice workshops might include observation of master teachers and living for a while in depressed neighborhoods. Recruitment of highly motivated, dedicated, and well-prepared teachers is crucial to the success of inner-city educational programs. Financial aid is also necessary to train certified, noncertified, and prospective teachers. This paper was prepared for The National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U. S. Commission on Civil Rights, Washington, D. C., November 16-18, 1967. (NH)

ED 016017 (UD)
THE STATUS OF INTEGRATION IN THE ST. LOUIS PUBLIC SCHOOLS DURING THE 1966-1967 SCHOOL YEAR--A FACTUAL REPORT TO THE BOARD OF EDUCATION.
St. Louis, Mo.; St. Louis Public Schools, June 1967. 77 p.
Price: MF $0.30 HC $3.95

This report describes the status of quality integrated education in the St. Louis, Missouri, public schools. The integration activities which are specifically discussed are--(1) bus transportation to relieve overcrowding in the schools, (2) racial integration of professional and nonprofessional school staff, (3) a program for training apprentice teachers, (4) operation of an integrated demonstration school, (5) preservice teacher training in preparation for service in integrated schools, (6) inservice training of instructional personnel, (7) a permissive transfer policy at the elementary school level, (8) curriculum planning and textbook selection which will foster positive multiethnic concepts and attitudes, (9) a racially integrated program of cocurricular activities, (10) provision of adequate building facilities and quality education especially in disadvantaged and overcrowded neighborhoods, (11) determination of school district boundaries so that racial integration will be promoted, and (12) compensatory education programs. The statistical information in the report describes the racial composition of the professional personnel and student populations in individual schools and within the school system as a whole. (LB)

ED 016020 (UD)
EVALUATION OF THE COMMUNICATION SKILLS CENTERS PROJECT, SPRING SEMESTER AND SUMMER 1966. Detroit, Mich.: Detroit Public Schools, February 1967. 40 p.
Price: MF $0.25 HC $2.10

This report describes the 1965-66 activities of an Elementary and Secondary Education Act, Title I project which provides public and nonpublic school educationally disadvantaged pupils in grades 4 to 12 with special remedial reading services. As a part of this project, three 2-week summer workshops offered inservice training in remedial reading instruction. Data from the standardized reading tests which were administered to project pupils both before and after the reading therapy indicated that their reading gains were greater than would be expected for normal-achieving pupils. Moreover, according to the questionnaires answered by a sample of the pupils' classroom teachers, the project pupils improved their regular school attitude, effort, and achievement. The teachers who participated in the summer workshops rated their training highly. It is felt that these evaluations, obtained at the end of the first year of operation, measure only short range effects and that additional evidence is needed of the longer range effects of the project on pupils' reading achievement and other learning goals. The operational cost of this project is estimated to be $390 per pupil. (LB)

ED 016554 (RC) Lopez, Rebecca
UNDERSTANDING--SANTO DOMINGO'S RX FOR THE "CULTURAL SHOCK." April 1967. 4 p.
Price: MF $0.25 HC $0.30

The Santo Domingo, New Mexico, public elementary school enrolls 720 Indian pupils in grades 1 through 8 and utilizes 30 teachers in its instructional program. Although the pupils come from a culture which is unfamiliar to most of their teachers, a primary objective of the school is that the life, customs, beliefs, and culture of the Indian children will be maintained and reinforced through their education, and that cultural and local needs of the pupil will be met by the educational program. In order to fulfill this objective, a teacher orientation program, organized on a continuing basis has been initiated at Santo Domingo. This program was developed through an interdisciplinary approach, drawing heavily upon the works of outstanding anthropologists, historians, educators, sociologists, and linguistic authorities. In another step to meet the previously cited objective, the curriculum has been developed around the communicative arts, especially the teaching of

English as a second language. Emphasis is also placed on such subjects as anthropology, literature, and history of culturally different people. This article appears in the "New Mexico School Review," April 1967, pp. 12-14, 40. (ES)

ED 016695 (UD)
THE DURHAM EDUCATION IMPROVEMENT PROGRAM, 1966-1967. Durham, N. C.: Durham Education Improvement Program, August 1967. 43 p.
Price: MF $0.25 HC $2.25

This report describes the Durham Educational Improvement Project (EIP) for disadvantaged children, which was developed through the cooperative effort of a university, two southern school districts, a Negro college, and a community action program. EIP is an experimentally designed model school system which provides longitudinal stimulation. Built into the system is a comprehensive evaluation program. The system begins with a project to observe the early behavior and health of infants, and includes a preschool, ungraded primary groups, and a laboratory school planned for experimentation and teacher training. A youth program for disadvantaged adolescents and a parent program are build into the scheme. The participants in such a model system will be drawn from one county and two city schools. This report examines the EIP research component, the characteristics of the population, some pre- and posttest data on the participating children, and some findings from the infant study phase of the project. It also includes excerpts from studies already completed by the research staff and a description of the ways in which housewives from the community are used as educational technicians. (NH)

ED 016697 (UD) Denemark, George W.; Metzow, Marion
TRENDS IN EARLY CHILDHOOD AND ELEMENTARY SCHOOL PROGRAMS ASSOCIATED WITH THE CURRENT EMPHASIS UPON THE DISADVANTAGED CHILD. A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES. PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED. Washington, D. C.: Educational Media Council, Inc., May 1967. 19 p.
Price: MF $0.25 HC $1.05

Trends in early childhood and elementary school curriculum, school organization, teaching methods and materials, staff utilization, and school-community relationships reflect the nation's growing concern for education and, particularly, for the education of disadvantaged learners. Now, instead of the traditional emphasis upon the standard inculcation of subject matter, the content of a discipline is specifically selected and structured to better motivate the individual student. And, although curriculums are increasingly the result of cooperative planning at the state, regional, and national level, local schools and teachers may adapt content according to the needs and capabilities of their students. Preschool programs, cultural enrichment, motor-oriented approaches, and other remedial and skill development experiences are becoming an integral part of the school curriculum. Other emerging patterns include the proliferation of the nongraded school which minimizes failure experiences and allows each child to achieve at his own rate, extended day and summer programs, and greater variations in class size. Among the current innovations in instructional methods and materials is an increased sensitivity of teachers to the cultural backgrounds and personal needs of their students and to techniques which involve the use of concrete materials and provide immediate gratification and reinforcement. Also, paraprofessionals and teaching teams are often utilized within what has become "the self-contained school." Finally, parents and the community in general are being increasingly involved in the educational process. This article is Appendix A to The Educational Media Council. A Study of the Concentration of Educational Media Resources. Part I--Education of the Culturally Disadvantaged. Final Report. (LB)

ED 016713 (UD) Asbell, Bernard, ed.
NATIONAL CONFERENCE ON EDUCATION OF THE DISADVANTAGED, REPORT OF A NATIONAL CONFERENCE (WASHINGTON, D. C., JULY 18-20, 1966). Washington, D. C.: Office of Education (DHEW), 1966. 83 p.
Price: MF $0.50 HC $4.25

This report of a national planning conference on education for disadvantaged youth contains summaries of the conference's panel discussions and texts of several addresses. The panels concentrated on the nature of the 1965 Elementary and Secondary Education Act (ESEA) Title I programs, the extent of the school's responsibility to eliminate educational and social disadvantagement, teacher training and teacher aides, approaches to curriculum and learning, parental and community involvement, and research and evaluation. ESEA Title I programs for music, theater, and dance and the relationship of Title I to school desegregation were also concerns of the conference. Speeches were delivered by the President and Vice President of the United States, the United States Commissioner of Education, and the Director of the Center for Advanced Study in the Behavioral Sciences. This document is available as catalog No. FS-5.237--37004 from The Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, for $0.55. (LB)

ED 016723 (UD) Peerboom, Pearl
REPORT ON SUMMER 1967 SITE VISITS TO PRE-TITLE I COMPENSATORY EDUCATION PROGRAMS. 1967. 87 p.
Price: MF $0.50 HC $4.45

This survey was designed to provide operational details about compensatory education programs that have been in existence for a relatively long period and are therefore likely to have adequate bases for meaningful evaluations of their results, and to spot-light good programs with implications for national educational policy. Those programs were selected which had good available evaluations, could produce data to support claims of success, and promised delineation of common elements in success. Good programs generally required high pupil expenditures and added regular and specialized staff. Successful programs offered a greater number of more intensive special services than less successful programs did. The single most important element in a program's success was the quality of the instruction by teachers who felt empathy for the disadvantaged. Successful programs tried to provide a less structured and formal atmosphere than the ordinary classroom offers, and recognized individual needs. Despite the claim of some educational experts that compensatory education is most effective when offered to primary and preprimary pupils, the most effective programs were designed for the upper elementary and high school grades. Relatively few programs were set up on a controlled experimental basis, and, where evaluative studies were conducted, outcomes were often ambiguous or questionable. The bulk of this document is a description of each of the compensatory education projects participating in the survey. (AF)

ED 016740 (UD) Barber, Ray W.
YPSILANTI HUMAN RELATIONS PROGRAM. Ypsilanti, Mich.: Ypsilanti Public Schools, 1967. 38 p.
Price: MF $0.25 HC $2.00

Attempts were made in the project outlined here to modify teacher attitudes toward Negro children, to equip teachers with skills to do a better job of teaching, to accomplish the same objectives with the school principals, and to survey building needs in terms of continued desegregation in the schools. A core group of teachers with previous experience working with Negro children spent a semester developing recommendations for the whole elementary staff to utilize. During the school year discussion groups were formed on language arts, motivation and self-concept, classroom control, and parent-community relationships, and organizational meetings were held. During the summer eight teachers learned interview techniques and met with parents of 52 Negro children to develop a warm one-to-one relationship before school opened in the fall. A final 2-day workshop was held to introduce the program to new teachers. After a very good start only a minority of the teachers maintained positive views toward the project. They felt forced to attend meetings which they saw as insulting, since "any good teacher knew how to teach all children." Children's reactions, as expressed on tapes, revealed widespread misinformation and resentment, in spite of the fact that teachers did not indicate their feelings to the students. The new teacher orientation produced similar results. The summer program, for which teachers volunteered and were paid a stipend, was much more successful, indicating that real-life experiences are more valuable than listening to talks and participating in small discussion groups. The building survey, completed by the University of Michigan Bureau of School Services, indicates a need for several new schools at all levels in the near future. A separate study of the teachers' evaluation of the program is included. (AF)

ED 016749 (UD)
MULTIPLE ACTIVITIES PROGRAM, ESEA TITLE I, SEPTEMBER 1966 TO SEPTEMBER 1967, AN EVALUATION. Lincoln, Neb.: Nebraska State Dept. of Education; Omaha, Neb.: Omaha Public Schools, 1967. 261 p.
Price: MF $1.00 HC $13.15

The Multiple Activities Program, a comprehensive compensatory education project for disadvantaged youth, is evaluated in this report. The basic data in the first section describes the number of the project's public and nonpublic school participants, project personnel, dropouts, students continuing their education beyond high school, and the project's coordination with other federal programs. In an additional section the project's 18 different activities are described and evaluated. These activities involved extended use of staff and facilities, volunteer tutoring, remedial reading, psychological services, community aides, enrichment, visiting teachers, programs for acoustically and visually handicapped students, curriculum consultants, child and youth study inservice teacher training, teacher consultants, special education, library services, speech therapists, evaluation, dissemination of project information, and a media center. The media center, which worked to acquaint teachers with innovations in teaching methods and materials, is noted as having been particularly successful. It is felt that the program effectively met its stated goal, although the report contains no evaluation data. (LB)

ED 016750 (UD)
A MULTIPLE ACTIVITIES PROGRAM TO AID INTERCULTURAL DEVELOPMENT--TITLE I APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT FUNDS. Omaha, Neb.: Omaha Public Schools, 13 October 1967. 124 p.
Price: MF $0.50 HC $6.30

This project proposal outlines plans for a comprehensive compensatory education project. The proposal contains the application for federal assistance (basic data on enrollment and expenditues), program descriptions, plans for evaluation of the program, a review of related research, and statements of justification for a compensatory education project in the Omaha schools. The project has plans for media center, extended use of staff and facilities, supportive psychological services, use of community aides and teacher consultants, a visiting teacher service, an inservice training program, improvement of library services, and a summer program. To justify establishing a program in the target area, the proposal provides census tract maps containing demographic data and information about the area's economic and social conditions. It also presents data on the achievement levels of the students in the project area schools. (LB)

ED 016758 (UD)
ONE TO GET READY. A REPORT ON SOME OF THE WAYS THAT TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT IS PROVIDING SPECIAL PROGRAMS FOR CHILDREN IN MARYLAND'S LOW INCOME NEIGHBORHOODS. Baltimore, Md.: Maryland State Dept of Education, 1967. 36 p.
Price: MF $0.25 HC $1.90

Elementary and Secondary Education Act Title I projects in 23 Maryland school districts are reviewed in this report. In the period from 1965 to 1967 $29 million was appropriated for Title I activities, which were offered to 46,000 public and nonpublic school students, including 39,000 in a summer school session in 1966. The activities of the projects included--(1) use of consultants, tutors, and aides, (2) preschool classes, (3) a program for pregnant girls (4) health and nutrition programs, (5) language arts instruction in the primary grades, (6) an outdoor education program, (7) dropout prevention programs, (8) family life instruction, (9) use of children's aides and parent helpers, (10) employment of additional regular staff, and (11) instrumental music classes. It is felt that Title I programs would be more effective if there were better use of community resources, more inservice teacher education and parent involvement, and greater emphasis on the learning in the early school years. (DK)

ED 016833 (VT) Garrett, Pauline Gillette
INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT, APPENDIX B. Columbia, Mo.: Missouri University, May 1967. 108 p.
Price: MF $0.50 HC $5.50

The purpose of this study was to determine whether there were common opinions about the role and functions of professional leaders of home economics education in educational programs for disadvantaged parents in the state of Missouri. Fifty-eight professional educators participated in a structured interview using a deck of 60 two-sort cards, each containing a statement describing a different job activity concerning the professional leader role. Weighted scores were assigned by respondents to each item sorted, and correlation and factor analyses were used in analyzing the data as to actual and ideal roles. Although there was a lack of agreement among respondents as to relative importance of various activities within the leadership role, most respondents seemed to correlate ideal and actual roles. Respondents valued the leadership role more on the basis of their perceptions of how a professional leader should be involved than on what he was actually doing. They showed general agreement that more importance should be accorded the activities comprising planning and implementing the evaluative and instructional aspects. They disagreed most with the activities comprising the aspect of cooperation with agencies and organizations. It was concluded that disagreement exists concerning the pattern of the professional leader role in parent education programs for the disadvantaged. Because the lack of agreement could be a potential source of conflict, it should be considered in relation to existing and emerging programs. Implications of the study were that (1) there is a need for realistic objectives and a clear definition of authority, (2) considering the trend of using home economics teachers in parent-education programs, teacher education institutions should prepare them to cope with socioeconomic differences, and (3) increasing emphasis on professionalization of the leadership role stresses the need for continued inservice training. An extensive review of the literature on parent education with reference to the disadvantaged is included. Related documents are VT 004 011 and VT 004 013. (FP)

ED 016834 (VT) Garrett, Pauline Gillette
INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT, APPENDIX C. Columbia, Mo.: Missouri University, May 1967. 173 p.
Price: MF $0.75 HC $8.75

Sixty-five selections, in note or outline form, from presentations by consultants aiding in preparing leaders for emerging programs serving the disadvantaged are included in this appendix.

The subject matter ranges from specific techniques for teaching such skills as reading to general information such as basic understandings necessary for relationships with persons handicapped by social-economic status differences. Sample subject areas are child development, adult basic education, clinical psychology, teaching the culturally disadvantaged, sociology and cultural continuities, planned parenthood, people with special needs, community development, dynamic society, family relations, problems of adolescence, old age, poverty, vocational training and guidance, role playing techniques, and mass media. Field trips to housing projects are described, and a six-page bibliography is included. Related documents are VT 004 011 and VT 004 012. (FP)

ED 017339 (PS) Gordon, Ira J.
A PARENT EDUCATION APPROACH TO PROVISION OF EARLY STIMULATION FOR THE CULTURALLY DISADVANTAGED. FINAL REPORT. Gainesville, Fla.: Florida University, College of Education, 30 November 1967. 118 p.
Price: MF $0.50 HC $6.00

An intervention pilot program was developed to provide disadvantaged infants with stimulating experiences to help them achieve higher levels of intellectual development than might normally be expected in children from deprived homes. Fifteen disadvantaged women trained as "parent educators" went into 100 homes once a week for 40 weeks and taught mothers a series of perceptual, motor, auditory, tactile, and kinesthetic exercises which the mother was to introduce to her infant. It was also hoped that participation in the project would increase the mother's feelings of competence and self-worth. The experimental infants were tested at 6 months on different developmental tests as were 25 infants in a matched control group. A second control group of 25 infants was tested as they reached 1 year of age. Results of the groups were compared to measure the effectiveness of the intervention program. In most instances, the experimental group showed greater development suggesting the value of early stimulation for the culturally disadvantaged. Parent educators exhibited self-growth and responsibly filled their assignments. Measurement of the mothers' feelings proved to be a difficult task, with measures still being developed. Continued research is being done on an expanded parent education project now in operation. (MS)

ED 017359 (RC) Blubaugh, Ronald
SCHOOL BELLS FOR MIGRANTS. Washington, D.C.: Office of Education
(DHEW), March 1968. 3 p.
Price: MF $0.25 HC $0.25

In California, 66 school districts in 43 counties have some type of migrant education program. The Federal Government supplied $1.4 million in 1966, which provided some assistance to 10,000 of the estimated 78,000 migrant children. A three-county demonstration project conducted by 14 school districts in the San Joaquin Valley provided--(1) individualized instruction from bilingual teacher's aides and language specialists, (2) special textbooks aimed at the problems and deficiencies of the migrant child, (3) field trips, (4) intensified instruction in English, (5) evening tutoring and the use of a library in the migrant housing camps, and (6) summer classes. Efforts are being made to coordinate record transfer among the states of California, Texas, Arizona, Oregon, and Washington. California's data processing center at Sacramento is being utilized as a central records repository. This article appeared in "American Education," March 1968, pp. 5-7. (SF)

ED 017365 (RC) Harrison, Grant V.; Melaragno, Ralph J.
TRAINING STUDENTS TO TUTOR. February 1968. 6 p.
Price: MF $0.25 HC $0.40

Research has been progressing in Santa Monica, California, on a program which trains 5th and 6th grade students to tutor 1st grade Mexican Americans. Through use of a booklet containing pictorial presentations, students must respond to a tape recording identifying the picture and the spoken term. The experiment was conducted in these three separate schools and a pattern of training was identified. The fact was established that almost all upper grade children can be trained to be tutors. The shortcomings of the program were--(1) no effective evaluation instrument was developed to test the mastery of skills by the tutors, and (2) there was a question of whether the child being tutored really learns since tutor-learner interaction is so vital to learning gains. This paper was presented at the 1968 American Educational Research Association Annual Meeting, Chicago, Illinois, February 1968. (WN)

ED 017385 (RC) Maynes, J. O., Jr.
BILINGUAL EDUCATION IN ARIZONA. REPORT 3, BILINGUAL PROGRAMS IN THE SOUTHWEST. 10 November 1967. 5 p.
Price: MF $0.25 HC $0.35

Many Arizona people who have Spanish surnames are confronted with both language and cultural problems. To cope with this situation, teachers need training to understand the family structure and way of life of these people. Many school districts and organizations in Arizona are developing bilingual programs and services to help those of Indian, Spanish, and Mexican extraction who are in need. Some of those programs are--(1) programs for the educationally and culturally deprived, (2) elementary and secondary programs in language arts, (3) projects in special education, (4) projects in English as a second language, (5) cultural enrichment projects, (6) programs to develop curriculum materials centers, and (7) health projects. Some of these programs are designed to meet the special educational needs of agricultural migrant and Indian youngsters. This report was delivered at the Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 10-11, 1967. (ES)

ED 017388 (RC) Blanco, George
TEXAS REPORT ON EDUCATION FOR BILINGUAL STUDENTS. 10 November 1967. 5 p.
Price: MF $0.25 HC $0.35

In an effort to document Texas' progress in the field of bilingual education, this report discusses local and state programs established primarily for non-English speaking students. Nine local programs (mainly elementary) are described which range in methodology from all-English to all-Spanish instruction. Contributions at the state level include development of bilingual curriculum materials (English, Spanish, and French), incorporation of a permissive accreditation standard which permits schools to establish bilingual instruction, development of a bulletin for the teaching of Spanish to Spanish-speaking secondary students, and sponsorship of programs for training educators to work with migrant children. This report was delivered at the Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 10-11, 1967. (BR)

ED 017389 (RC) Howe, Elliot C.
PROGRAMS FOR BILINGUAL STUDENTS OF UTAH. 10 November 1967. 4 p.
Price: MF $0.25 HC $0.30

Due to a shortage of qualified teachers for bilingual students, several approaches are now being utilized to up-grade the students' education. These include--(1) teaching accelerated Spanish courses to native speakers of the language, (2) using teacher aides in teaching English as a second language, (3) having Mormon families take Indian children into their families during the school year to attend school with the children of their temporary foster parents, (4) reducing class sizes and having a smaller ratio of bilingual students to English speaking students, (5) providing arts and crafts classes for Navajo children to exploit their native abilities, and (6) broadening all areas of curriculum to offer a greater variety of programs for the bilingual student. This report was presented at the Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 10-11, 1967. (WN)

ED 017580 (UD)
WYOMING TITLE I, ESEA PROJECTS, 1966-1967. (TITLE SUPPLIED).
Cheyenne, Wyo.: Wyoming State Dept. of Education, 1967. 19 p.
Price: MF $0.25 HC $1.05

This brief summary of Wyoming's Title I projects reports that using subprofessional teacher aides was the most effective approach for teaching the disadvantaged at all grade levels. The aides enabled teachers to work with small groups and to give maximum individual attention. Three projects were successful with developmental reading in institutions for neglected and delinquent children. In preparation for conducting next summer's centers for children of migrant agricultural workers, an inservice workshop was held at the University of Wyoming for teachers of migrant children. Outlines are given of the three most effective projects--"School Psychological and Remedial Service," "Individualized Instruction for High School Students," and "Improvement of Educational Attitudes and Self Concepts." In a separate document projects throughout the state are summarized in tables and charts. (AF)

ED 017589 (UD)
PROJECT FOLLOW THROUGH, AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.
A PROPOSAL. Duluth, Minn.: Duluth Special School Dist. No. 3,
18 August 1967. 61 p.
Price: MF $0.50 HC $3.15

This proposal outlines plans for an individualized instructional program for approximately 100 Project Headstart graduates. In each of three target area schools a "kindergarten primary laboratory room" will be established where the techniques of student pacing, exploration, and self-selection will be employed. Seven professional staff, eleven paraprofessionals, and various volunteers will cooperate in a team teaching effort. To increase staff competencies, the program will offer inservice and preservice training. Social and cultural activities and health, psychological, and social services will be provided for the children and their families. Mothers of the Headstart graduates will participate in weekly group discussions on parent-child relations. Intelligence and achievement tests and a social maturity scale will be used to evaluate pupil progress, and changes in teachers' attitudes will also be assessed. It is hoped that funds will be made available for research on the effects of the parent discussion program on parental attitudes and on the intellectual-social development of the children. An existing "Follow Through" program is briefly described. (LB)

ED 017596 (UD) Strom, Robert D.
THE PREFACE PLAN, A NEW CONCEPT OF INSERVICE TRAINING FOR TEACHERS NEWLY ASSIGNED TO URBAN NEIGHBORHOODS OF LOW INCOME. FINAL REPORT. Columbus, Ohio: Ohio State University, August 1967. 113 p.
Price: MF $0.50 HC $5.75

An inservice training Program concentrated on increasing the confidence and competence of teachers newly assigned to schools in low income neighborhoods. Twenty-one teachers (nine with no previous teaching experience) who had accepted positions for the following fall were given a 6-week summer workshop which included lectures, home visits, films, juvenile court attendance, teaching small groups of children, and speaking with mothers receiving aid to dependent children. Resource teachers who would work with them during the year also attended. The teachers felt more confident at the end of the summer and particularly valued their direct experiences. Resource teachers, building principals, and the project director observed each teacher's classroom during the year and offered help in difficult areas. Monthly inservice meetings were also held. During the school year discipline was viewed as the greatest problem, but it improved as the year progressed. At the end of the year 19 of the teachers were ranked by their principals as average or above, and 20 elected to teach in a low income setting, in comparison with eight who did so at the beginning of the program. (AF)

ED 017598 (UD) Adams, Mark
LEADERSHIP TRAINING INSTITUTE FOR PREPARING TEACHERS FOR SCHOOL STAFF DESEGREGATION. FINAL REPORT. Coral Gables, Fla.: Miami University, 26 February 1968. 11 p.
Price: MF $0.25 HC $0.65

A summer training institute which was conducted to facilitate school and faculty desegregation in the Florida public schools is described in this report. It was intended that the 47 Negro and 33 white teachers who participated in the program would demonstrate a strengthened self-concept and increased teaching ability in interracial classroom. It was also hoped that the participants would gain an increased knowledge of their subject matter field. Small group seminars, supervised student teaching in a desegregated summer school classroom, and two academic courses on the problems of teaching in a multicultural environment were the basic components of the program. It was generally felt that the participants underwent positive changes in racial attitudes and that their teaching methods and self-concept in a desegregated classroom were changed. Following the program 74 of the 80 participants taught in desegregated schools. (LB)

ED 018026 (EC)
PROBLEMS, PRACTICES, PROCEDURES, A REPORT FROM 62 PROJECT SCHOOLS.
Chicago, Ill.: North Central Association of Colleges and Secondary Schools, 1964.
DOCUMENT NOT AVAILABLE FROM EDRS.

The bulletin reviews a survey of 5 years' activities in 100 pilot high schools participating in the project on guidance and motivation of superior and talented secondary school students (STS Project). The 14 areas surveyed are the following--identification, counseling, curriculum, grouping and programing, effective teaching procedures, the selection and preparation of teachers, motivation, the use of tests, marking and records, working with parents, relating the communities to the program, articulation, followup, and evaluation. The problems, most successful practices, and recommendations on the 14 surveyed areas are summarized from opinions on the questionnaire returns from the 62 responding schools. An annotated listing of 12 publications of the STS project is provided. This document is available from the North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615, for $1.25. (RM)

ED 018297 (RC) Past, Ray; and others.
BILINGUALISM--FROM THE VIEWPOINT OF RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS. 4 November 1966. 19 p.
Price: $0.25 HC $1.05

The teachers of bilingual students in New Mexico need additional training to work with those students from the linguistically and culturally impoverished areas of the state. Those teachers of English as a second language must be prepared to communicate interculturally as well as linguistically if they are to penetrate the real work of the Mexican American. For the teachers to acquire adequate skills of understanding, reading, writing, and speaking, it will be necessary for them to understand--(1) the nature of language, (2) the nature and kinds of interference from one language to another, (3) thought processes and language acquisition, (4) language and its relation to concept development, (5) phonology, morphology, and syntax, (6) methods and techniques of language instruction, and (7) materials for language instruction. Teachers who are already effective to adapt and become competent second language teachers. It is felt, however, that the universities could be of greater service to the bilingual communities by affording student-teachers the needed supervised field experiences in second language capacities. Finally, a good teacher recruiting program is needed which would assure that all teachers would have a "feel" for the bilingual student and his culture. This paper was delivered at the Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 4-5, 1966. (ES)

ED 018454 (UD) Jablonsky, Adelaide; and others.
IMPERATIVES FOR CHANGE, PROCEEDINGS OF THE NEW YORK STATE EDUCATION CONFERENCE ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHERS OF THE DISADVANTAGED (YESHIVA UNIVERSITY, APRIL 10-11, 1967). New York, N.Y.: Yeshiva University, Ferkauf Graduate School; Albany, N.Y.: New York State Education Department, 1967. 128 p.
Price: MF $0.75 HC $6.50

These proceedings report 19 discussion debates, each represented by a number of papers in four major areas--(1) concern for attitudes and behavior (administrative commitment, cooperative college-school system efforts, culture shock, staff and student attitudes and behavior, and sensitivity training, (2) concern for people (teaching ethnic groups, selecting students, human resources, involving community and parents, and learning from special programs), (3) concern for techniques (preservice student teaching, field work, inservice education, instructional resources and equipment, and innovative methods), and (4) concern for special curriculum aspects (philosophical and psychological bases, role of the humanities, reading and language arts, and bilingualism). The formal papers are followed by reaction papers, overall evaluation of the conference, a conference summary of "Imperatives For Change," and a directory of current New York State collegiate programs for teachers of the disadvantaged. This document was previously announced as ED 012271. (AF)

ED 018484 (UD)
A GRADUATE TRAINING COURSE IN TEACHING THE DISADVANTAGED CHILD (5 PIECES) (TITLE SUPPLIED). Minneapolis, Minn.: University of Minnesota, 1966. 80 p.
Price: MF $0.50 HC $4.10

These documents are some materials used in a graduate training course on teaching the disadvantaged child conducted at the University of Minnesota. Some of the documents are samples of an attitude questionnaire, a course evaluation form, and a background information blank which participants filled out as one of the requirements of the agency which funded the course. One document describes the course, which consisted of a series of videotaped lectures prepared by experts, discussion periods, and readings. The most extensive document is an analysis of the participants' responses to the course. (NH).

ED 019110 (PS) Dziuban, Charles; and others.
THE NATIONAL TEACHER CORPS PROGRAMS, 1966-67 EVALUATION REPORT.
Atlanta, Ga.: Atlanta Public Schools, 1967. 56 p.
Price: MF $0.25 HC $2.90

A project to determine the effectiveness of National Teacher Corps (NTC) interns in the Atlanta, Georgia, school system was designed to find out if the interns had helped the disadvantaged pupils in their classes to raise achievement levels and improve self-concepts. Specific research objectives were (1) to assess the progress in verbal mental age attained by NTC pupils as measured by a pre- and posttest on the Peabody Picture Vocabulary Test and the Goodenough Draw-A-Man Test, (2) to compare the self-concepts of the NTC pupils with those of a similar group of pupils by using a teacher check list developed by the evaluation committee, (3) to compare pupil readiness for first grade with that of kindergarten pupils a year earlier (who had not had interns) by using the Metropolitan Reading Readiness Test, Form A, and (4) to compare teacher attitudes of NTC interns with those of other beginning teachers of Title I and non-Title I schools by means of the Minnesota Attitude Inventory. Statistical treatment of the data collected on a variety of measures showed that the NTC interns positively affected the children's language and self-concept development and improved their readiness for first grade. The NTC interns exhibited attitudes associated with effective teaching more often and to a greater extent than did regular teachers. (MS)

ED 019309 (UD)
PROJECT APEX, A PROGRAM FOR EXCELLENCE IN URBAN TEACHER EDUCATION.
New York, N.Y.: New York University, Project Apex, 1965. 9 p.
Price: MF $0.25 HC $0.55

This report briefly outlines plans for a New York University project to train 60 Negro, Puerto Rican, and white disadvantaged high school graduates to teach in slum schools and serve as role models for other disadvantaged students. Program participants will be paired, housed, and trained with 60 "Peace-Corps-Type" graduate assistants. About 15 hours per week will be spent in work-study activities, such as service in the slum community, and students will participate in summer programs. A specially constructed curriculum will offer students remedial and academic work, and small group seminars and individual tutorials will be scheduled. Small group counseling and guidance and supervision will be available to all students. (LB)

ED 019347 (UD)
SPECIAL TRAINING INSTITUTE ON PROBLEMS OF SCHOOL DESEGREGATION, JUNE 20, 1966--AUGUST 31, 1967. Chapel Hill, N.C.: North Carolina Univ.; Rougemont, N.C.: Learning Institute of North Carolina; Washington, D.C.: Office of Education (DHEW), 1967. 23 p.
Price: MF $0.25 HC $1.25

The activities of an 8-week summer training institute on problems of school desegregation are described in this report. The 54 participants were racially integrated and consisted of junior high school teachers, counselors, and administrators. The general goal of the institute was to increase participants' knowledge of underachievement, their understanding of human and race relations, and their skills in teaching in desegregated classrooms. Participants received group training from eight human relations specialists and were enrolled in a graduate level course in "Psychoeducational Problems of School Desegregation." In addition, as part of an institute practicum, the participants tutored an integrated group of students and engaged with them in recreational-social activities. Research personnel administered various attitude scales and questionnaires to participants both before and after their training, and data were gathered from the observations of staff members. These data have not yet been analyzed. However, subjective data collected from participants indicate that their attitudes changed and that the entire program was "highly successful," except the practicum which was rated as only "moderately successful." (LB)

ED 019354 (UD)
PROCEEDINGS OF THE EDUCATION FOR THE DISADVANTAGED WORKSHOP (NEWBURGH, N.Y., MARCH 28, 1966). Newburgh, N.Y.: Newburgh City School District, 28 March 1966. 74 p.
Price: MF $0.50 HC $3.80

Participants in this workshop included the entire elementary, secondary, public, and parochial professional staffs of the Newburgh School District, New York. Transcripts of papers on different aspects of teaching the disadvantaged and the culturally deprived are provided. Some of the papers dealt with federal programs, intergroup education, educational media, academic curriculum (particularly reading), teaching techniques, pupil personnel services, and vocational and business education. An annotated bibliography of texts for intergroup education is included. (AF)

ED 019506 (VT) East, Marjorie; Boleratz, Julia M.
AN EXPERIENCE WITH THE LIFE AND WORK OF THE DISADVANTAGED FOR THE PRESERVICE EDUCATION OF HOME ECONOMICS TEACHERS. FINAL REPORT. University Park, Pa.: Pennsylvania State University, February 1968. 118 p.
Price: MF $0.50 HC $6.00

To evaluate the feasibility of providing experiences for increasing future home economics teachers' awareness of working class patterns of life and work, 13 college students, at the sophomore or junior levels, spent a period of 10 weeks living and working in home situations characterized by low income, large families, and limited education, and holding jobs characterized by low pay, routine work, and association with fellow employees. In the first stage of the experiment, students attended a seminar of approximately 15 hours to review previously-learned concepts from sociology, psychology, child development, family relationships, home management, and education. The second and third phases included the 10-week living-in situation and daily responsibility of holding a job. The fourth stage was a postseminar of approximately 15 hours of posttesting and discussion. The test scores of the participants as a group showed significant gains on self-actualization, on certainty of answers on a test of knowledge of the disadvantaged, and on a measure assessing attitudes toward families unlike their own. In the project as a whole, (1) successful relationships were established with social agencies, employers, and advisors, (2) appropriate instructional materials were developed and used throughout the operation of the study, and (3) it was the consensus of participants and project personnel that it was feasible to incorporate such experiences into the curriculum of home economics education majors. (FP)

ED 020062 (RC)
TEACHING THE RURAL DISADVANTAGED, PRELIMINARY BIBLIOGRAPHY. Washington, D.C.: National Education Association, March 1968. 5 p.
Price: MF $0.25 HC $0.35

Seventy-five books, articles, and bibliographies published between 1960 and 1967 are listed in this preliminary bibliography dealing with characteristics and learning problems of the disadvantaged. Particular emphasis is given to the preparation of teachers for the rural disadvantaged. (DRK)

ED 020074 (RE) Williams, Richard P.
THE FINAL REPORT OF THE INSTITUTE FOR ADVANCED STUDY IN READING FOR TEAMS OF PRINCIPALS AND TEACHERS, GRADES 7-12, CONDUCTED AT NEW MEXICO STATE UNIVERSITY. Las Cruces, N. Mex.: New Mexico State University, Bureau of Educational Research, October 1967. 56 p.
Price: MF $0.25 HC $2.90

This report presents an evaluation of the 8-week NDEA Institute for Advanced Study in Reading at New Mexico State University, summer of 1967, by the 27 participants and the director of the Institute. Reading specialists from across the nation served as consultants. Administrators, supervisors, and teachers of secondary school reading who had not taken more than one graduate course in the teaching of secondary reading participated in the Institute and were concerned with the Institute's objectives, administration and organization, and instruction and staff. The success of the Institute is attributed to the sufficient time provided for preplanning, the careful selection of consultants and participants, the use of a variety of activities and learning experiences, the availability of materials and equipment, and the flexibility of the daily schedule. Examples of the evaluation forms used and appendixes are included. (NS)

ED 020228 (UD) Groff, Patrick J.
DISSATISFACTIONS IN TEACHING THE CD CHILD. November 1963. 2 p.
Price: MF $0.25 HC $0.20

According to a survey of 294 elementary school teachers in 16 schools serving disadvantaged pupils, high teacher turnover is prompted by the "peculiarities" of the disadvantaged student, by administrative and organizational deficiencies in the schools, and by the teachers' own shortcomings. To reduce the rate of turnover, four educational improvements are suggested. They include--(1) reduction of class size, (2) reconstruction of curriculum and teaching procedures, (3) administrative support for teachers with discipline problems, and (4) judicious selection of teachers according to experience, willingness, and lack of prejudice. Also, teacher education colleges should train students to work with disadvantaged pupils. This article was published in the Phi Delta Kappan, Volume 45, Number 2, November 1963. (LB)

ED 020253 (UD)
INCREASING THE COMPETENCE OF IN-MIGRANT PUPILS BY IMPROVING TEACHING AND COMMUNITY SERVICES. GREAT CITIES SCHOOL IMPROVEMENT PROJECT.
Detroit, Mich.: Detroit Public Schools. 11 p.
Price: MF $0.25 HC $0.65

Proposed is a 5-year educational improvement program for culturally different pupils in several elementary and secondary schools in one area with a relatively stable population of varied national groups and in another which is primarily lower-class and transient. The project activities involve inservice education for classroom teachers, guidance, instructional innovations, enrichment, and after-school programs for children. Also planned are various parent involvement efforts. A number of community agencies and civic organizations will offer special services. A summer program is projected. (NH)

ED 020272 (UD) Gold, Milton J.
PROGRAMS FOR THE DISADVANTAGED AT HUNTER COLLEGE. March 1967. 2 p.
Price: MF $0.25 HC $0.20

Described are the programs offered by Hunter College in New York City for training teachers of the disadvantaged. Hunter offers (1) specialized training courses, (2) programs for teachers of Puerto Rican children, and (3) various National Defense Education Act institutes on reading improvement, urban education, science teaching, English teaching, and Head Start personnel training. The college also operates a National Teacher Corps unit and an inservice program to induct teachers into schools which are difficult to staff. The education department of the college has also participated in a project to help disadvantaged students to gain admission to the city colleges. Hunter's elementary and high schools for gifted children have recently admitted a number of disadvantaged students with undeveloped potential. This article was published in Phi Delta Kappan, Volume 48, Number 7, March 1967. (NH)

ED 020811 (RC) Ravitz, Mel
RURAL IN-MIGRATION AND URBAN ASSIMILATION. National Committee for Children and Youth, September 1963. 18 p.
Price: MF $0.25 HC $1.00

Problems posed by the migration of large numbers of rural people to large urban centers are discussed, as well as ways to assimilate the cultures of urban residents and rural in-migrants. These methods include compensatory education, understanding of cultural differences, and encouraging citizen participation in the community. The roles of both the teacher and the school in this process are discussed. This paper was prepared for the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (CL)

ED 020820 (RC) Wolcott, Harry F.
KWAKIUTL VILLAGE AND SCHOOL. 1967.
DOCUMENT NOT AVAILABLE FROM EDRS.

The author's one-year residency as teacher in a Kwakiutl Indian village in British Columbia forms the basis of this case study. With emphasis on the lives and families of five school children, the study deals with the social environment and cultural background of the village, disintegration of the Indian culture and the transition toward the Canadian-American culture, the educational system and school-related experiences, and the role of the teacher in the community. Later progress of some of the students is noted along with an assessment of educational needs in a cross-cultural atmosphere. This book is available from Holt, Rinehart, and Winston, Inc., New York, New York. (JEH)

ED 020831 (RC) Benner, Ralph; Reyes, Ramiro
CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN. ANNUAL EVALUATION REPORT, FISCAL YEAR ENDING JUNE 30, 1967. Sacramento, Calif.; California State Department of Education, 1967. 25 p.
Price: MF $0.25 HC $1.35

The fiscal year 1967 California Plan for the Education of Migrant Children included 21 projects reaching 9,671 children. Bilingual teacher aides and college student teacher assistants, many of whom were members of migrant families, were used successfully in the various educational programs. Each educational center in one regional program included day care services, individual study programs, adult education programs, food services, medical services, recreation programs, and inservice training programs. A primary goal of the plan was complete integration of migrant children within the regular classroom. Major problems encountered were language difficulties (85 percent of the migrant children were Mexican or Mexican-American). Uncertainty of federal funding, and the elusiveness and variety of the migrant population. (JEH)

ED 020840 (RC) Rozzell, Forrest
THE COMPETENT TEACHER OF THE DISADVANTAGED. 22 February 1966. 6 p.
Price: MF $0.25 HC $0.40

The effective teacher of the disadvantaged must possess, first of all, the qualities distinguishing a good teacher in any school in our society, and at the same time, he must be cognizant of those differing values which separate the disadvantaged sub-culture from the mainstream of our social structure. An effective teacher education program can develop in each teacher a knowledge of specific means of helping the disadvantaged, a comprehensive understanding of their educational needs, and a sense of respect for the disadvantaged child. A well-organized inservice program should be established to give a deeper understanding of the values, motivational factors, and achievement desires of members of the disadvantaged sub-culture. Funds are available to provide material resources, but it will remain the task of the teachers concerned, through inservice teacher education programs, to provide effective planning, proper timing, and a cooperative approach in meeting the educational requirements of these children. This speech was delivered to the Arkansas Education Association Conference on the Disadvantaged (Little Rock, February 22, 1966). (DA)

ED 020845 (RC) Palomares, Uvaldo H.; Cummins, Emery J.
ASSESSMENT OF RURAL MEXICAN-AMERICAN PUPILS, PRESCHOOL AND GRADES ONE THROUGH SIX, SAN YSIDRO, CALIFORNIA. Sacramento, Calif.: California State Department of Education, April 1968. 41 p.
Price: MF $0.25 HC $2.15

Mexican-American students from eight grade levels within the San Ysidro, California, Elementary School District were tested in June 1967, as part of an evaluation of the rural Mexican-American student population in California. Analysis of test results revealed that Mexican-American students fell progressively behind in perceptual motor development--a deficit attributed to both home and school environment. Low self-concept scores and above-normal social maturity scores may have reflected the demands of two cultures on the Mexican-American student. Academic achievement progressively declined, possibly as a result of the de-emphasizing of individualized instruction and the abstraction demands made on Mexican-American students by materials geared to middle-class norms. Tables show which tests were given to which grade levels, age-grade relationships, and results by individual test. Related documents are RC 002539 and RC 001775. (JEH)

ED 020848 (RC)
NEW YORK STATE MIGRANT EDUCATION PROGRAM. Albany, N.Y.: State University of New York, 1968. 3 p.
Price: MF $0.25 HC $0.35

The New York State Migrant Education Program for fiscal year 1968 is a 7-phase program. For school-age children summer school programs in communication skills and arithmetic receive top priority. Summer workshops are conducted to prepare teachers to relate more satisfactorily to migrant children. Regional inservice workshops with expert consultants are conducted during the school year. Two phases deal with additional funding to school districts with heavy migrant enrollments in the fall and again in the early spring. An orientation program consisting of preschool classes for diagnostic purposes will permit proper placement of migrant children. A teacher aide program with inservice training workshops is necessary to assist teachers in both summer and regular school term programs. (JEH)

ED 020951 (UD)
FOR EVERY CHILD, THE STORY OF INTEGRATION IN THE PHILADELPHIA PUBLIC SCHOOLS. Philadelphia, Pa.: Philadelphia Public Schools, October 1960. 18 p.
Price: MF $0.25 HC $1.00

The Philadelphia Board of Public Education reports on the status of racial balance in the public schools as well as on the school system's progress toward integration. The educational program for all the schools, employee assignment policies, and school supplies and building conditions are discussed. Organized human relations emphases were introduced into the school curriculum in 1943, and subsequently inservice and school-community programs in intergroup relations were initiated. Special programs and services and various committees have furthered the human relations programs. (NH)

ED 020961 (UD) Galloway, Charles
PROMISES AND PUZZLES, THE PLIGHT OF THE INNER-CITY. October 1967. 5 p.
Price: MF $0.25 HC $0.35

Emphasis on the problems of teaching culturally disadvantaged pupils has only made the task of the inner-city teacher more difficult, and has created confusion in the schools regarding the means and ends of education. Negative identification of the school as the primary vehicle for overcoming cultural gaps and weaknesses may be partially due to the irresponsibility of political pressure groups and other social organizations. Focus on the positive assets that both teachers and pupils bring to inner-city schools is essential for educational success. This article was published in Educational Leadership, Volume 25, Number 1, October 1967. (AF)

ED 020962 (UD) Broadhead, Clare A.
GHETTO SCHOOLS, AN AMERICAN TRAGEDY. October 1967. 5 p.
Price: MF $0.25 HC $0.35

In this article the attitudes of teachers and students toward their experiences in ghetto schools are set forth, and the effects of public school segregation are cataloged. The racism in American society and the effects of summer riots on education are also briefly discussed. This article was published in Educational Leadership, Volume 25, Number 1, October 1967. (AF)

ED 020965 (UD) Weinberg, Meyer
ISSUES IN AMERICAN EDUCATION. 1967. 21 p.
Price: MF $0.25 HC $1.15

This article discusses three prominent issues of contemporary American education--unequal learning opportunities, academic freedom, and the teacher as a professional worker. The first of these issues is examined under the rubrics of (1) the goals of integration, (2) the separation of education from integration, (3) compensatory education, (4) quality education and "whiteness," (5) statistical integration and cultural isolation, (6) paternalistic and patronizing attitudes, and (7) politics and school reform. In a final section dealing specifically with academic freedom and the teaching professional, an attempt is made to relate these issues. This document is Chapter 6 of Ahmann, Mathew, and Roach, Margaret, Eds., The Church and the Urban Racial Crisis, published for $2.95 by Divine Word Publications, Techny, Illinois. (MM)

ED 020976 (UD) Howe, Harold, II
THE FRUSTRATIONS OF PROGRESS. 21 February 1968. 16 p.
Price: MF $0.25 HC $0.90

Many changes have been effected in the posture, purposes, and programs of American public education during the last 15 years. Nevertheless, there are still many perplexing problems to be solved. What is needed is a practical program advanced by positive leadership. Six recommendations for a progressive agenda in education which demand attention from every school are--(1) renewed emphasis on preschool education, (2) concentrated attention on reducing the isolation of the schools, (3) coordinated work-study programs for junior and senior high school students, (4) preservice and inservice teacher training with emphasis on special programs for inner-city schools, (5) increased emphasis on individualized instruction and self-directed learning, and (6) new efforts designed to achieve racial integration. This paper is an address presented before the Annual Conference on the American Association of School Administrators (Atlantic City, New Jersey, February 21, 1968). (MM)

ED 020982 (UD) Egerton, John
SOMETIMES IT GOT WILD IN ARKANSAS. December 1966. 5 p.
Price: MF $0.25 HC $0.35

This article discusses the National Teaching Corps training program in Arkansas, which consists of 24 interns and nine master teachers, several economists, psychologists, sociologists, elementary education specialists, counseling specialists, and an audiovisual expert. For 10 weeks the group held a seminar on the education of the disadvantaged, concentrating on the educational, economic, sociological, and psychological characteristics and problems of students from poor families. In the field, two team leaders operated as "circuit riders," supervising interns in more than one school. The Corpsmen worked as counselors and tutors of individual children rather than as classroom teachers. The need to establish one-to-one relationships was considered paramount. Corpsmen not previously eligible were granted emergency teaching certificates. New practices and idealism were brought by the Corpsmen to outlying school districts whose educational problems are manifold. This article was published in Southern Education Report, Volume 2, Number 5, December 1966. (DK)

ED 020988 (UD) Gormin, Patricia
NEW ORLEANS SERVES UP FINE ARTS TO FEED YOUNG EGOS. March 1968. 3 p.
Price: MF $0.25 HC $0.25

The Educational Improvement Project is conducting a fine arts program for disadvantaged pupils at two predominantly Negro New Orleans elementary schools. The program has a two-fold goal--to foster creativity in the pupils and to develop teachers' awareness of student adjustment and learning problems. Included in the Project are music education and art and theater experiences. An "allied communication arts process" is used to interrelate these activities with the language arts. Consultants in the arts from two local universities help teachers to develop experimental teaching techniques. This article was published in the Southern Education Report, Volume 3, Number 7, March 1968. (NH)

ED 020991 (UD) Howe, Harold, II
THE NEGLECTED MAJORITY. 1 March 1967. 15 p.
Price: MF $0.25 HC $0.85

This speech examines the state of secondary education in the United States, and notes that there is a need for greater concern for the education of students who are not college bound. The new federal programs for education can enable school systems to remediate the educational deficits of disadvantaged secondary school students. Education for the disadvantaged can also be helped by educators' efforts to increase their understanding of slum youth and to reverse current preferential teacher placement policies which assign the least experienced teachers to the more difficult schools. Specialized training for prospective teachers of the disadvantaged is felt to be important. Also, job training and vocational education are imperative for those students who do not and will not have a high school diploma. Vocational education curriculums ought to be renovated to create an attitude of respect for vocational training. It is felt, moreover, that the ideal in secondary education is the comprehensive high school. This paper is an address presented before the Annual Convention of the National Association of Secondary School Principals (Dallas, Texas, March 1, 1967). (NH)

ED 020992 (UD) Howe, Harold, II
EDUCATION'S MOST CRUCIAL ISSUE. 3 May 1966. 13 p.
Price: MF $0.25 HC $0.75

Schools and educators must take the leadership in the school desegregation process. Segregated classrooms perpetuate in the Negro child a feeling of second-class citizenship, which is both unfair and illegal. Southerners and some Northerners contend, however, that "discrimination" and "segregation" are not synonymous and therefore dual school systems are permissible. In the North such factors as feeder patterns, zoning, and faculty assignments contribute to de facto school segregation. Legal remedies are difficult to impossible to apply because intent to discriminate must first be established. Federal programs are contributing to the educational quality of ghetto and impoverished rural schools, but until urban de facto segregation can be attacked legally, local efforts are needed to bring educational excellence to existing segregated schools. In particular, the schools might revise discriminatory personnel assignment policies, introduce socially relevant curriculums and programs which raise pupils' performance, and encourage future teachers to student teach in slum schools. This paper was presented before the Founders' Day Convocation, Teachers College, Columbia University, New York City, May 3, 1966. (NH)

ED 020994 (UD) Spindler, Evelyn B.; and others.
"PROGRAM AIDES" FOR WORK WITH LOW-INCOME FAMILIES. 1966
DOCUMENT NOT AVAILABLE FROM EDRS.

This four-part article describes the use of professional and nonprofessional program aides to teach low-income hard-to-reach homemakers how to prepare nutritionally balanced meals using low-cost foods. The program is sponsored by the Federal Extension Service of the U.S. Department of Agriculture. Specifically discussed are the requirements for becoming an aide, a training program for aides, and a series of leaflets, "Food for Thrifty Families," to be used by the low-income homemakers. The Federal food donation and food stamp programs and an Alabama pilot project which uses home economics aides are also described. This article is a reprint from the Journal of the American Dietetic Association, Volume 50, Number 6, p. 478-486, June 1967, and is taken from a symposium presented at the 49th Annual Meeting of the American Dietetic Association, Boston, October 26, 1966. (LB)

ED 020997 (UD)
INTER-RACIAL IN-SERVICE PROGRAM DESIGNED TO INCREASE THE EDUCATIONAL OPPORTUNITIES OF THE CHILDREN IN THE RICHMOND PUBLIC SCHOOLS. FINAL REPORT SEPTEMBER 19, 1966-OCTOBER 31, 1967. Richmond, Va.: Richmond Public Schools, 1967. 132 p.
Price: MF $0.75 HC $6.70

This report describes an interracial inservice training program for administrative, supervisory, and instructional personnel in the Richmond, Virginia, public schools. The general objectives of the program were to strengthen interracial understandings among participants, to develop their leadership qualities, and to provide training in reading, speech, mathematics, and science instruction. Participants were also counseled in personal speech improvement. The opinions of program instructors, principals, and participating teachers were used to evaluate the program. They felt that the program successfully accomplished its objectives. Increased teacher morale, a better understanding of the total school program, and a more efficient instructional program were also evident. Recommendations for the reading program, opinionnaires, and other relevant material are appended. The superintendent's annual report and a staff news bulletin are also included in the report. (LB)

ED 021005 (UD)
INTEGRATION AND THE SCHOOLS, A STATEMENT OF POLICY AND RECOMMENDATIONS. POSITION PAPER NO. 3. Albany, N.Y.: State Univ. of N.Y., New York State Education Department, January 1968. 13 p.
Price: MF $0.25 HC $0.75

This position paper reaffirms the determination of the Regents of the University of the State of New York to eliminate racial segregation in the schools of the state. Toward this objective, a set of guiding principles are offered for use in the development of local policies and plans. Thirteen recommendations for attaining integrated education include (1) establishing school attendance areas that are based on a cross-section of a school district's population, (2) developing a district plan for racial balance and (3) emphasizing the initiation of anti-segregation steps by other public and private agencies. Also recommended are interdistrict cooperation to be facilitated by legislation and increased appropriations for school financing. In addition, teaching materials should reflect the cultural and ethnic diversity of American life, and preservice and inservice training in the special requirements of integration should be offered for all who are concerned with the schools. The elimination of school segregation is considered a necessity if educational objectives are to be achieved. (NH)

ED 021012 (UD) Wey, Herbert W.
DESEGREGATION AND INTEGRATION. May 1966. 8 p.
Price: MF $0.25 HC $0.50

This article is a general review of various aspects of school desegregation and integration in the deep South. It points out that there has been little scientific and objective inquiry into Southern desegregation. Information is needed about Negro students and teachers in biracial schools, student and teacher attitudes in segregated and desegregated schools, training for teaching the disadvantaged, instructional innovations, use of evaluation instruments in desegregated schools, and the financial problems of desegregated school systems. The academic success of students of both races in desegregated schools should also be documented. Other topics described as requiring further study are community attitudes towards desegregation, administrative leadership in the desegregation process, and the use of Negro facilities after segregated schools are closed. This article was published in the Phi Delta Kappan, Volume 47, Number 9, May 1966. (NH)

ED 021014 (UD) Braddock, Clayton
WHAT'S GOING ON IN THE LAB SCHOOLS. May 1968. 6 p.
Price: MF $0.25 HC $0.40

The purpose and accomplishments of some of the state-supported laboratory schools run by teacher training institutions are currently being criticized. Doubts are being raised about the usefulness to future teachers of these campus-tied, predominantly white middle-class schools because many education students will be teaching disadvantaged pupils in ghetto schools. This article was published in the Southern Education Report, Volume 3, Number 9, May 1968. (NH)

ED 021015 (UD)
INNER-CITY SCHOOLS ARE ONE BIG LAB. Nashville, Tenn.: Southern Education Reporting Service, May 1968. 2 p.
Price: MF $0.25 HC $0.20

Discussed are the mutual benefits for Philadelphia's inner-city schools and Temple University's College of Education which are derived from the various teacher training programs which use the schools as a laboratory. Methods courses and student teaching take place in ghetto schools at both the elementary and secondary levels. About 80 percent of the elementary school teacher trainees will be appointed to Philadelphia schools. The direct experience of receiving preservice training in these schools is said to be an important factor in the schools' power to keep the prospective teachers. This article was published in the Southern Education Report, Volume 3, Number 9, May 1968. (NH)

ED 021016 (UD)
A SLUM-AREA SCHOOL FACES ITS PROBLEMS WITH A DIFFERENCE. Nashville, Tenn.: Southern Education Reporting Service, May 1968. 2 p.
Price: MF $0.25 HC $0.20

An elementary school in a slum area serves as a teaching laboratory for education students at Trenton State College (TSC). With financing from Title III of the Elementary and Secondary Education Act, this school-college cooperative program has introduced demonstration teachers, new classroom teachers, teaching aides, a bilingual teacher, and various ancillary personnel to a school whose register is 90 percent Negro and 8 percent Puerto Rican. There has been a noticeable increase in parent participation in school activities and a decrease in vandalism since the inception of the program. TSC is also involved in other programs for the education of the disadvantaged. This article was published in the Southern Education Report, Volume 3, Number 9, May 1968 (NH)

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